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ABSTRACT

The document describes various approaches to advanced courses in social work research in Canadian Universities. Following an introduction to the report in Section I, Section II presents course outlines for the master of social work degree. Outlines are arranged according to categories of advanced design, evaluation research, specialization/concentration research, and independent research. Section III describes courses in advanced statistics and use of the computer. Section IV presents a policy statement of a research practicum which outlines steps and duties of the student presenting a paper and his/her advisory committee, and Section V describes the thesis/project paper. Section VI outlines assignments and exercises which include research concepts in social work health practice, measuring social impact, exercises on a goal achievement model of social program evaluation, and a selected value position questionnaire. Section VII describes advanced level courses for the bachelor of social work degree. A two-part course, "Research in Social Work and Social Welfare Issues," plus selected topics and an individual social work research project are outlined. Section VIII describes a research course at the doctoral level. The questionnaire used to compile the report and additional course outlines are included in appendices. (KC)

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ADVANCED COURSES IN SOCIAL WORK RESEARCH
IN CANADA:

SOME EXAMPLES

BY

CANADIAN ASSOCIATION OF SCHOOLS OF SOCIAL WORK
RESEARCH COMMISSION

Prepared by

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PREFACE

The material contained in this Report is drawn from available information on Canadian social work research offerings as reported in the survey results.

The presentation format is primarily descriptive and contains no policy recommendations. The material does not reflect the extent to which courses offered by schools of social work are actually utilized, nor does it reflect the amount of research course utilization in University departments outside social work.

Lastly, the examples contained in the text were chosen on the basis of the criteria outlined in the introduction; as such it is not an exhaustive list.

I. INTRODUCTION

A. Purpose:

This report, which describes various approaches to advanced courses in social work research in Canada is a follow up to the Commission on Research's previous publication on introductory courses in social work research. Like the previous report this report has four key objectives:

- to promote teaching material information exchange among advanced level research instructors in schools of social work;
- to provide baseline data on common practices employed in the instruction of advanced level research courses;
- to encourage innovation and experimentation among advanced level instructors;
- to assist the Research Commission in establishing some baseline data from which to formulate policy recommendations for minimum standards for advanced level research courses.

The Commission was impressed with the submission responses from the schools of social work throughout Canada. Selection of materials for inclusion in the report proved difficult. Criteria for selection included comprehensiveness, clarity of expression, diversity, originality and completeness. Unfortunately, several course outlines from the Francophone schools which met the criteria for selection had to be excluded from the text of the report due to their late arrival. We have attempted to compensate for this by including them in an Appendix.

In its review of the materials, the Commission was impressed with both the commonalities across schools and with the apparent innovation and experimentation which is occurring. We hope that we have done justice to the materials submitted in our editorial reductions and hope that this collection is helpful to research instructors in schools of social work across the country.

THE RESEARCH COMMISSION
CANADIAN ASSOCIATION OF SCHOOLS OF SOCIAL WORK

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II. MSW PROGRAM

II. COURSE OUTLINES

II. A. ADVANCED DESIGN

II. A. 1. The Category

One approach to teaching advanced courses in research can be identified as that of advanced design. The intent or focus is centered on providing the student with a sound knowledge of the more advanced research techniques and tools for the purpose of conducting systematic inquiry as it applies to social work practice and its delivery. Thus this approach is an attempt to further extend the skills of critical thinking and logical enquiry into questions arising in the field begun at the introductory level of instruction.

Notably, there are few schools offering courses of this type. Out of a possible total of twelve schools, responding to the questionnaire only two schools indicated that an advanced course in research design was currently part of their curriculum. One explanation for the dearth of Advanced design courses could be that quite a substantial number of schools offer courses that integrate research design with a statistics component. In such cases, we tended to include these courses in the "Statistics/Computed Application" category.

It is noteworthy that the courses classified as Advanced design, tended to be linked closely to the preparation of the thesis, or where an option was available, of a major paper.

II. A. 2. Example

- (a) University of Windsor
School of Social Work,
Windsor, Ontario (1978-79)
SOCW 546.
F. C. Hansen

THESIS RESEARCH SEMINAR

Course Description:

A seminar focussed on research methods applied to social work practice and to the social services. The seminar will be timed to coincide with the development of the thesis and will provide a framework and a stimulus for its completion. (2 hours a week; full course)

Course Objectives:

Terminally students should be able to demonstrate their knowledge of social work research by:

- (1) transforming questions into propositions for testing
- (2) designing strategies for decision-making
- (3) systemizing information gathering and retrieval
- (4) selecting appropriate statistical procedures consonant with the levels of measurement
- (5) using the computer to batch process data according to the Statistical Package for the Social Sciences (SPSS)
- (6) writing technical reports providing alternative courses for action

Course Format:

A. Outline of Topics

The course outline described below reviews the research process and assumes prior knowledge in both research methods and statistics. The approach will be a lecture-seminar format designed to help put the research process into practice in such a way that it will contribute toward the research project.

B. Introduction

The place of research in a graduate program and the profession

The course: Objectives, outline, texts and bibliography

The research process: the beginning

The written report: the end

C. Problem Formulation

Topic selection: the question

Relating the question to existing theory

Concept elaboration

Developing guides for the process: hypothesis, development, defining the research focus, and accounting schemes

Identifying the relevant assumptions

Redefining the concepts: operational definitions

D. The Methodological Strategy

(1) Designs

The Alternatives - a typology of research design

Choosing the appropriate design to fit the constraints

Limitations of the chosen design

(2) Sampling

Defining the population

The alternative sampling methods

Choosing the appropriate sampling method and locus

Limitations of the chosen method and locus

(3) Systematic information collection and instrumentation

— Methods

Observation

Interview

Questionnaire

Tests

Advantages and disadvantages

— Measurement

Scales, indexes

(4) Data Analysis

(a) Use of the computer for analysis

Coding, Tabulation: Making sense out of
nonsense

To use or not to use the computer?

Introduction to S.P.S.S.

(b) Statistics

Reasoning in the selection of statistical
methods

Descriptive statistics: Univariate procedures
Bivariate procedures

Inferential statistics

E. Writing the Report

(1) Format —

Presentation of the findings: collapsing cate-
gories, tables and charts

Discussion of the findings

Referencing systems

Typing

Indefinite References: "this", "it", "former",
"latter"

Use of past tense

Word division

Hierarchy of headings

(2) Drafting the Conclusions —

Summary

Conclusions

Limitations to the extent of generalization,
reliability and validity of the findings

Recommendations for future research

Basic Texts:

Campbell, Stephen K. Flaws and Fallacies in Statistical
Thinking. Toronto: Prentice-Hall, 1974
(Recommended)

Polansky, Norman A. Social Work Research, Revised Edition
Chicago: University of Chicago Press, 1975
(Required Term I)

Tripodi, Tony et al. The Assessment of Social Research
Itasca, Illinois: Peacock, 1969 (Recommended)

Evaluation:

Assignments

- Discuss Problem Identification and Formulation. Provide an example of steps involved in each phase, maximum 10 pages.
Due - October 15 Value 20%
- Discuss Research Methodology including Design, Logic, Classification, Sampling and Data Collection Methods, maximum 10 pages.
Due - November 15 week Value 15%
- Key punch SPSS control cards, and do a dummy run by computer on data collected by class members.
Due - end of first term Value 15%
- Present an example of a univariate analysis: such as, a description of a sample. In an appendix show formulae and calculation.
Due - end of January Value 15%
- Present an example of a bivariate analysis. Use an appendix to show formulae and calculation.
Due - March 15 Value 15%
- Present an example of a test of a hypothesis using inferential statistics. Use an appendix.
Due - end of second term Value 20%

General References:

- Ackoff, Russell L. The Design of Social Research Chicago: University of Chicago Press, 1953.
- Blalock, Hubert M. Social Statistics (Second Edition) Toronto: McGraw-Hill, 1972.
- Campbell, Donald T. & Stanley, Julian C. Experimental and Quasi-Experimental Designs for Research. Chicago: Rand McNally & Co., 1963.
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- Isaac, Stephen and Michael, William B. Handbook in Research and Evaluation. San Diego: Robert R. Knapp, 1971.
- Miller, Delbert C. Handbook of Research Design and Social Measurement (second edition) New York: David McKay Co., Inc., 1970.
- Phillips, Bernard S. Social Research Strategy and Tactics (revised edition) New York: MacMillan, 1971.
- Polansky, Norman. Social Work Research Chicago: University of Chicago Press, 1960.
- Tripodi, Tony, Fellin, Phillip, Meyer, Henry J. The Assessment of Social Research Itasca, Illinois: F. E. Peacock, 1969.
- Zeisel, Hans. Say It With Figures (revised edition) New York: Harper and Row, 1968.

Abstracts and Indexes:

Social Work Research and Abstracts. New York, National Association of Social Workers. Vol.13, No.2, 1977. Quarterly.

The basic reference source for social work which abstracts around 200 English language periodicals and some monographs. Arrangement is by broad subject areas: Fields of Service, Social Policy and Action, Service Methods, The Profession, History, and Related Fields. Within each area, there are subdivisions to more specific topics. Entries have good descriptive annotations. There are author-subject indexes with a yearly cumulated one. There is also a cumulative index covering 1965-1974.

In 1977, there was a change in title and format. Each quarterly publication now has authoritative articles on some aspect of social work and related areas.

For prior years, see:

Abstracts for Social Workers. New York, National Association of Social Workers, Vol.1 (2) 3-13, No.1, 1965-1977.

Psychological Abstracts. Washington, American Psychological Association. Vol.1, 1927. Monthly.

An important abstracting source which indexes journals, books, pamphlets, dissertations, government publications, etc. in all languages.

Arrangement is by broad subject classification with subdivisions to more specific topics. Each issue has subject-author indexes and there are yearly cumulated ones. Caution: indexes refer to volume and abstract numbers, not page number. There are also subject-author indexes covering the 1927-1971 period.

Canadian Index to Periodicals. Ottawa, Canadian Library Association, 1938. Monthly.

This monthly guide indexes around 60 Canadian periodicals in all subject areas. Arrangement is alphabetical by subject with cross and see also references. Excellent for Canadian content.

Public Affairs Information Service. Bulletin. New York, Public Affairs Information Service, Inc., 1915. Five times a year.

Better known as PAIS, this useful index covers books, periodicals, pamphlets, reports, papers, and government publications on social conditions, economics, public administration, etc. Arrangement is alphabetical by subject with cross and see also references.

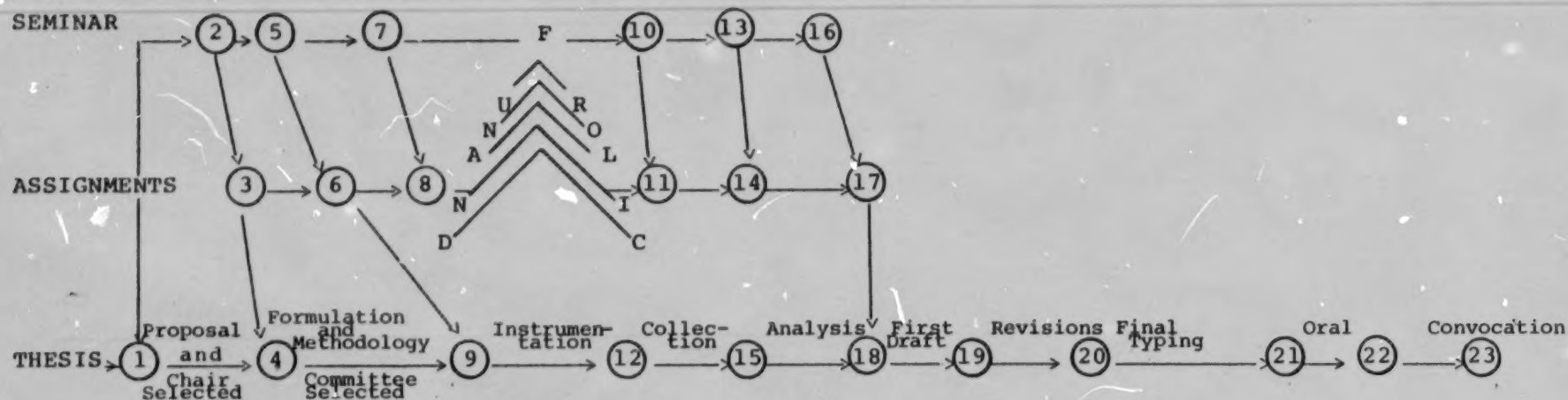
Encyclopedia of Social Work. 17th Issue, New York. National Association of Social Workers, 1977. 2 Volumes.

A very important encyclopedia which has comprehensive articles and bibliographies on all aspects of social work theory and practice. Most articles also consider the history and current status of research and practice. There are biographical sketches of prominent leaders in the field. The statistical tables are comprehensive and useful, but cover only the United States. Arrangement is alphabetical with many cross and see also references.

Clegg, Joan. Dictionary of Social Services: Policy and Practice. 2nd Edition. London, Bedford Square Press, 1977.

An excellent dictionary which defines words or phrases most frequently used in social work. Arrangement is alphabetical with cross and see also references.

RESEARCH SEMINAR AND THESIS RESEARCH



SEPT. OCT. NOV. DEC. JAN. FEB. MAR. APR. MAY JUNE JULY AUG. SEPT. OCT.

- | | |
|--|--|
| 1. Registration completed | 13. Analysis of Bivariate Data (4 weeks) |
| 2. Seminar on problem identification and formulation (3 weeks) | 14. Assignment |
| 3. Assignment of PI & F - end of 4th week | 15. Data Collection |
| 4. Proposal written and chair selected | 16. Analysis of Inferential Data (4 weeks) |
| 5. Seminar on Research Methodology (4 weeks) | 17. Presentation of Dummy Analysis |
| 6. Assignment on Research Methodology (end of 8th week) | 18. Coding and analysis |
| 7. Seminar on measurement and analysis | 19. First Draft - May 31 |
| 8. Assignment on computer use -- end of 13th week | 20. Revisions - June 30 |
| 9. Committee selected (end of term) | 21. Final Typing -- mid August |
| 10. Analysis of Univariate Data (4weeks) | 22. Oral Examination -- mid September |
| 11. Assignment | |
| 12. Instruments designed and pretested. | |

II. EVALUATION RESEARCH

II. B. 1. The Category

Of all the types of advanced research courses offered, those dealing with evaluation are by far the most common. Nine out of the twelve schools responding to the questionnaire indicated that they offer courses in this area. The current popularity of evaluation research courses is no doubt a response to the rekindled interest in accountability and performance which abound in the field today. In the broadest sense, evaluation research addresses the technical and scientific principles which form the foundations for programs and policies while, at the same time, it attempts to cast these considerations and analyses in an organizational and/or political context.

The key notion contained in this approach to research at the advanced level is objective assessment. While there are variations in themes and emphasis, most courses cover the following topics: evaluation models and designs, appropriate model selection, instrumentation, the management of evaluation, interpreting and disseminating evaluation results and the political context of evaluation.

Following are two course outlines which offer the reader contrasting approaches to evaluation research instruction.

II. B. 2. Example

- (a) Dalhousie University
Maritime School of Social Work
Halifax, N.S. (1978-79)
MSW 607A
R. Carlson

ADVANCED RESEARCH METHODOLOGY: MEASURING SOCIAL IMPACT

Course Description and Objectives:

To provide focus for a study of research methods, the course will be organized around one general area of research, assessing the impact of social programs and policies. As social work research has become entwined with the social work field through evaluation research, management information systems, needs assessment, social indicator development and social impact assessment, inadequacies in that research have been clarified. This course will emphasize three such inadequacies: lack of utilization by service delivery and administrative personnel, lack of validation of methods, and bias toward socially desirable responses. The course will use a variety of methods including simulation to clarify these problems and the resolutions being attempted. Recognition of the state of the art rather than advocacy of research will be the emphasis.

Social impact will be viewed from an ecosystemic perspective, emphasizing its use as an expansion of concern about economic and physical development. Community surveys of an epidemiological nature and social indicators will be the general categories of methods included.

Course Format:

The content of each session will be organized as follows:

<u>Session</u>	<u>Topic</u>
1	The Current Status of Impact Assessment: An Ecosystemic Perspective.
2	Distinctive Characteristics of Pragmatic Research.
3	Alternative Definitions of Impact — Quality of Life.

- 4 Social Functioning
- 5 Life Satisfaction; Perceived Well-Being
- 6 Open
- 7 Open
- 8 Methodological Issues: Availability
- 9 Methodological Issues: Obtrusiveness - Clarity
- 10 Methodological Issues: Sampling
- 11 Open
- 12 Open
- 13 Open
- 14 Participative Forms of Assessment: Forecasting, Simulation, Opinion Collection.

Sessions 6, 7, 11, 12 and 13 are not scheduled to allow the class (as a whole or in subgroups) to suggest use of that time either for: self-developed presentations, instructor-developed presentations, or implementation of an assessment procedure.

Chart — "Outline: Alternatives in Program Evaluation":

See Appendix II.

Evaluation:

A variety of methods of presentation will be used and at least two assessment tests will be used to provide feedback on progress in developing interpretive understanding of impact assessment procedures. Grading will be based on completion of the assessment procedures and on one of the following:

- Implementation of an impact assessment technique, particularly at a pre-test level with a brief report.
- Development of a manual to explain impact assessment generally or in one area.
- Assessment of at least two impact assessment projects indicating the nature and risks related to the methodology selected.

References:

Goal Perspectives —

Bynder, Herbert and Peter Kong-Min New, "Time For A Change: From Micro to Macro-Sociological Concepts in

Disability Research," Journal of Health and Social Behavior, 17, No.1 (1976), pp.45-52.

Crowfoot, James E. and Mark Chesler, "Contemporary perspectives on Planned Social Change: A Comparison," Journal of Applied Behavioral Science. 10, No.3, (1974), pp.278-303.

Mattyasouszky, Eugene, "Key Principles in Planning For Environmental Quality," Plan Canada, 15 No.1 (March, 1975).

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Defining Units —

Cutt, James. Program Budgeting For Welfare. New York: Praeger, 1973.

Nader, G. A. and R.C. Watkins, "The Delineation of Planning Regions: A Case Study of the Province of Saskatchewan," Plan Canada 16, No.1 (March, 1976), pp.15-24.

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Surveys —

Babbie, E. R. Survey Research Methods. Belmont, California: Wadsworth, 1973.

Kish, L. Survey Sampling. New York: John Wiley & Sons, 1965.

Lehmann, Stanley. "Psychology, Ecology, and Community: A Setting For Evaluation Research,"
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Cassel, John. "Social Science in Epidemiology: Psycho-social Processes and 'Stress' Theoretical Formulation,"
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Weiss, Carol H. and Harry P. Hatry. An Introduction to Sample Surveys For Government Managers. Washington, D.C.: The Urban Institute, 1971.

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Andrews, Frank M. and Stephen B. Withey. Social Indicators of Well-Being. New York and London: Plenum Press, 1976.

Bauer, Raymond A. (ed.) Social Indicators. Cambridge, Mass.: M.I.T. Press, 1969.

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Carter, Novia, ed. Social Indicators: Proceedings of a Seminar. Ottawa: Canadian Council on Social Development, 1972.

DeNeufville, Judith Innes. Social Indicators and Public Policy. New York: American Elsevier Publishing Co., 1975.

Gross, Bertram M., ed. Social Intelligence For America's Future: Explorations In Societal Problems. Boston: Allyn and Bacon, 1969.

Kogan, Leonard S. and Shirley Jenkins. Indicators of Child Health and Welfare: Development of the DIPOV Index. New York: The Free Press, 1972.

Land, Kenneth C. Social Indicator Models. New York: Russell Sage Foundation, 1975.

Moffat, Marshall J., and Timothy E. Reid. "Comment on Indicators and Policy Formation," Canadian Public Administration, 19, No.4 (Winter, 1976), pp.633-637.

Shonfield, Andrew and Stella Shaw, eds. Social Indicators and Social Policy. London: Heinemann, 1974.

Other Assessment Methods —

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Reflective of Current Assumptions, Trends and Debates —

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Evaluation Quarterly. A journal published by Sage.

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Volume 2, Marcia Guttentag, ed. (1977)

Volume 3, Thomas D. Cook, et al., eds. (1978)

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Miller, Gary H. and Willer, Barry. Information Systems For Evaluation And Feedback In Mental Health Organizations. Ottawa: Evaluation Research Training Institute, School of Social Work, Carleton University, 1975.

Seaberg, James R. and Gillespie, David F. "Goal Attainment Scaling: A Critique" Social Work Research And Abstracts XIII, No.2 (Summer), 1977, pp.4-11.

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Woodward, C.A., et al. "The Role of Goal Attainment
Scaling in Evaluating Family Therapy." American
Journal of Orthopsychiatry. XLVIII, No.3 July
1978, pp.464-476.

APPENDIX II

CHART — " OUTLINE: ALTERNATIVES IN PROGRAM EVALUATION "

Alternatives will be presented separately for five decision points. At each point, the alternatives will be listed in sub-groupings to allow easier selection.

DECISION POINT 1: Format, that is, the basic thrust and intent of the evaluation.

Underlying Tradition:	Key Issue:	Variation Derived From:	Range Of Variations:
Accreditation	Fair comparison with standards	Who sets standards	Peer Review Citizen Review External Monitoring Program Audit
Research	Accurate Knowledge Development	Area Of Concern	Basic Research Social Experimentation. R & D Demonstration Epidemiology
Information and Feedback	Expand Information To Improve Decisions	Locus of New Information	Conceptual Analysis Participatory Systems Descriptive Systems Comprehensive Planning
		Feed forward:	Decision Analysis Goal Clarification Social Impact Assessment.
		Areas Of Concern Feedback:	Operations Research (Management Information Systems) Self Evaluation (Outcome Evaluation) Needs Assessment.

DECISION POINT 2: Foci, that is, the topic(s) to be studied.

System Subcategory:	General Variations:	Operational Distinctions:
Outputs	Impact Effectiveness Side Effects Progress Baseline — Natural Process	Mortality, Deterioration Disorders, Morbidity Social Functioning Dependence, Irresponsibility Task Accomplishment Distress, Discomfort Life Satisfaction
Through-puts	Evidence of Quality	Service Delivery Principles Consumer Response Management Standards
	Effort	Participation: Consumers, Staff, Community Quantity of Units of Service
	Efficiency	Perceived Roadblocks Flow Excessive Utilization — Underutilization per type of service per user sub-group System Contribution
	Economy	Comparative Unit Costs
Inputs	Adequacy	Availability vs. Potential Utilization
	Acceptability	Community Attitudes, Culture Satisfaction of Users
	Accessibility	Financial Geographical Psychological Socio Cultural Temporal
	Awareness	

DECISION POINT 3: Data Collection Methods

**A. Collection Type
Information Systems:**

Accounting
Descriptive
Clinical: Goals, Treatment, Attainment
Vary in degree individualized,
anchored, specialized.

Survey: Questionnaire
Interview

Secondary Analysis of Existing Data
Indicators

Tests or Inventories
Observation
Physiological Measures or Traces

**B. Source of Information
Subject, Client, Patient, Self-Report
Significant Other
Community Informant
Treatment Staff
Trained Interviewer or Observer**

DECISION POINT 4: Design, that is, sample selection and sequence of observation.

Tradition

Research

Variations

Experimental
Quasi-Experimental
Time Series
Correlational
Single Subject

Feedback

Cross Sectional
Longitudinal: Cohort,
Panel Trend

DECISION POINT 5: Risks, that is, experientially identified hazards to research.

A. Concerning Accuracy-Constant Error

Acquiescence
Attrition
Ceiling-Floor Effect
Contrast
Differential Growth
Ecology
Generosity
Halo Effect
Hawthorne Effect
Non-response (missing data)
Re activity
Selective Perception
Social Desirability
Statistical Regression

B. Concerning Feasibility

Use of Resources: Bibliographic review,
instrumentation,
operational definitions,
sampling, interviewers,
analysis, computerization,
consultation.

Staging Sub Processes
Ethical Constraints

II. B. 2. Example

(b) Carleton University
 School of Social Work
 Colonel By Drive
 Ottawa, Ontario (1978-79)
 SW 52:551
 L. Rutman

PROGRAM EVALUATION

Course Description:

The course aims to develop skills in planning and conducting program evaluation. The conceptual and technical dimensions of these tasks are discussed within a socio-political and organizational context. Because program evaluation is, first and foremost, the application of scientific principles in gathering data about the manner and extent to which specified activities produce particular effects, the course assumes that students have a background in basic research methods. This course builds upon that background in addressing issues and tasks that are more peculiar to program evaluation.

Course Objectives:

1. To understand the manner in which program evaluation contributes to social planning, management, budgeting and accountability procedures.
2. To understand the preconditions for evaluating program effectiveness.
3. To develop skills in identifying and developing evaluable programs.
4. To articulate a social program, including the components of the process, as well as the antecedent and intervening variables.
5. To identify operational goals at immediate, intermediate and ultimate levels; develop skills in goal specification; develop an understanding of the collaborative process in identifying goals held by different constituencies (funders, administrators, program personnel, clients and the public), particularly to sort out conflicting goals.

6. To understand the notions of "reliability" and "validity" with respect to measures commonly used in social program evaluation.
7. To identify relevant designs (including sampling procedures) with consideration to the purpose of the research, the characteristics of the program and the constraints which exist. This includes understanding the implications of the compromises for the validity of the study.
8. To understand the procedures and issues of cost/benefit analysis.
9. To be aware of alternative strategies for the utilization of the research findings for program change or policy formulation.

Course Format:

A. Introduction

The nature of program evaluation.
 Knowing concern over program evaluation.
 Overview of the course.

Martinson, Robert. "What Works?" The Public Interest.
 Volume 35, (Spring), 1974.

Rutman, Leonard, and Dick de Jong. Federal Level Evaluation. Chapter 1.

Rutman, Leonard, "Planning an Evaluation Study". in
Evaluation Research Methods.

Weiss, Carol. Evaluation Research. Chapter 1.

B. Context of Program Evaluation: Socio-Political And Organizational

Rutman, Leonard and Dick de Jong. Federal Level Evaluation, Chapter 3.

Weiss, Carol H. Evaluation Research. Chapter 5.

Weiss, Carol H. "Where Politics and Evaluation Meet"
Evaluation, Volume 1, Number 1, 1973.

C. Purposes Of Program Evaluation

- planning
- budgeting
- management
- accountability

Marvin, Keith and James L. Hedrick. "G.A.O. Helps Congress Evaluate Programs," Public Administration Review, (July/August), 1974.

Rivlin Alice. New Approaches to Public Decision-Making. Ottawa: Economic Council of Canada, 1972.

Rutman, Leonard and Dick de Jong. Federal Level Evaluation. Chapter 3.

Weiss, Carol H. Evaluation Research. Chapter 2.

D. Program Evaluability

- preconditions of evaluable programs
- determining evaluability (evaluability assessment and formative research)
- developing evaluable programs

Rutman, Leonard. Evaluability Assessment (handout).

Rutman, Leonard and Dick de Jong. Federal Level Evaluation, Chapter 5.

Rutman, Leonard. "Evaluating Explorations and Demonstrations for Planning in Criminal Justice", Criminal Justice Research, ed., Emilio Viano. Lexington: Heath Publishers, 1975.

Rutman, Leonard. "Formative Research and Program Evaluability" in Evaluation Research Methods.

Scriven, Michael. "The Methodology of Evaluation" in Carol Weiss, ed., Evaluating Action Programs.

Wholey, Joseph S., "Evaluability Assessment" in Leonard Rutman, Evaluation Research Methods.

Wholey, Joseph S. et al. "Evaluation: When Is It Really Needed?" Evaluation, Volume 2, Number 2, 1975.

E. Specification of Variables

- articulation of program
- debate over goal oriented research
- specification of goals/effects
- specification of antecedent variables
- specification of intervening variables

Etzioni, Amitai. "Two Approaches to Organizational Analysis: A Critique and Suggestion," Administrative Science Quarterly, 5, 2, 1960, pp.257-278.

Glaser, Daniel. Routinizing Evaluation. Chapter. 2.

Hyman, Herbert and Wright, Charles R. "Evaluating Social Action Programs" in Francis Caro, ed. Readings in Evaluation Research, pp.185-197.

Metch, Jonathan. "Administrative Evaluation of Ambulatory Care Program Effectiveness," Journal of Nursing Administration, June, 1975.

Operational Performance Measurement. Volume 1. Ottawa: Information Canada, 1974.

Rutman, Leonard. Planning An Evaluation Study in Evaluation Research Methods.

Schulbert, Herbert and Baker, Frank. "Program Evaluation Models and the Implementation of Research Findings", in Frances Caro, (ed.) Readings In Evaluation Research. pp.72-80.

Suchman, Edward. Evaluative Research. pp.51-71, 116-119, 126-131.

Weiss, Carol H. Evaluation Research. pp.26-53.

F. Developing Measures

- indicators
- reliability
- validity

Estes, Richard. "Welfare Client Employability: A Model Assessment System," Public Welfare, (Fall), 1974.

- Etzioni, Amitai and Edward Lehman. "Some Dangers in 'Valid' Social Measurement," Annals of The American Academy of Political and Social Science, 373, September, 1967, pp.1-15.
- Garfield, Sol, et al. "Evaluation of Outcome in Psychotherapy," Journal of Consulting and Clinical Psychology, Vol.37, No.3, 1971, pp. 307-313.
- Hudson, Joe. "Practical Problems in Measurement" in Leonard Rutman. Evaluation Research Methods.
- Maslany, George and M. Weston. Reliability and Validity, Ottawa: Centre for Social Welfare Studies, 1976.
- Nunnally and Durham. "Validity, Reliability, and Special Problems of Measurement in Evaluation Research." Handbook of Evaluation Research. eds. Elmer Struening and Marcia Guttentag.
- Suchman, Edward. Evaluation Research, pp.116-126.
- G. Design
- threats to internal validity
 - experimental design
 - quasi-experimental designs
 - data analytic implications of alternative designs
 - threats to external validity
- Boruch, Robert F. "On Randomized Experiments, Approximations to Experiments and Data Analysis in Leonard Rutman, Evaluation Research Methods" in Leonard Rutman. Evaluation Research Methods.
- Campbell, Donald T., "Reforms as Experiments," in Carol Weiss, (ed.) Evaluating Action Programs.
- Cook, Thomas et al. "Randomized and Quasi-Experimental Designs in Evaluation Research: An Introduction." in Leonard Rutman, Evaluation Research Methods.
- Riecken, Henry W. and Robert Boruch. Social Experimentation. Chapters 3, 4, & 7.
- Suchman, Edward. Evaluative Research, Chapter 6.

Weiss, Carol H. Evaluation Research. Chapter 4.

Andrew, M. "Benefit Cost Analysis" in Leonard Rutman, Evaluation Research Methods: Benefit Cost Analysis Guide, Ottawa: Treasury Board, 1976.

H. Utilization

Fairweather, George. "A Process of Innovation and Dissemination Experiments," in Leonard Rutman, Evaluation Research Methods.

Horst, Pamela et al. "Program Management and the Federal Evaluator", Public Administration Review, July/August, 1974, pp.300-308.

Longwood, Robert and Arnold Simmel. "Organizational Resistance to Innovation Suggested by Research," in Carol Weiss, (ed.) Evaluating Action Programs, pp.311-317.

Ward, David A., and Gene G. Kassebaum, "On Biting The Hand That Feeds: Some Implications of Sociological Evaluations of Correctional Effectiveness," in Carol Weiss (ed.) Evaluating Action Programs.

Weiss, Carol H. "Utilization of Evaluation: Toward Comparative Study", in Carol Weiss, (ed.) Evaluating Action Programs.

Weiss, Carol H. Evaluation Research. Chapter 6.

II. C. SPECIALIZATION/CONCENTRATION RESEARCH

II. C. 1. The Category

Less frequently found in the schools is the offering of advanced research courses grouped according to specialization categories. Only four schools out of the twelve responding to the questionnaire indicated they utilized this approach. The division of a school's curricula into specializations or concentrations makes it possible for students to choose designated courses that are relevant to her/his particular area of study.

While research courses are available in most specializations, the more highly specialized, advanced research offerings are usually placed in the research specialization. Students choosing this specialization are expected to have a firm hold on the basics of research. The courses designated to this specialization tend to be linked to the preparation of a thesis or major research project/report.

In the non-research specializations, the advanced research courses offered appear to pursue the objective on increased comprehension and/or skill development. Courses emphasizing comprehension of the first objective aim to promote an understanding and appreciation of the role research plays in the specialization/concentration area. Courses which emphasize skill development, generally emphasize assessment and analytic skills as opposed to research implementation skills.

Following are three sample course outlines which have been classified into Direct Practice Research and Problem-Centered Research.

II. C. 2. Example

— Professional Role: Research in Direct Practice

- (i) Dalhousie University
Maritime School of Social Work
Halifax, Nova Scotia
MSW 661B (1978-79)
R. O'Day

RESEARCH AND DIRECT PRACTICE

Course Description:

This course is intended to meet some of the research needs of graduate social work students in direct practice. For the purposes of this course, direct practice will be broadly defined as any sequence of actions undertaken by one or more social workers to serve others, who are considered clients.

This course builds on the material covered in the other social work research course offerings (Basics of Social Work Research; Quantitative Methods; Advanced Research Methodology; Introduction to Evaluation Research) with the specific research needs of direct practice students in mind. As well, this course will complement the issues being raised in those courses dealing with the theories and methods of direct practice with individuals, families and groups.

Course Objectives:

The primary educational objective is to instruct the students in the use of a methodology which will enable them to evaluate and monitor their own direct practice in terms of its process (the degree of congruence between one's actual practice and one's theory of practice) as well as in terms of its outcome (effectiveness evaluation). The course is designed to enable students to utilize their field placement experience as an important arena for research; in this case, to understand the nature and consequence of their own direct practice with the goal of increasing its effectiveness.

A secondary objective is to further develop the student's

ability to assess the adequacy of process and outcome research on direct practice with individuals, families and groups. In this regard, each student will undertake to examine the effectiveness of a particular approach to direct practice through a critical review of the recent research literature.

Course Format:

The course will function with a combination lecture-discussion format designed to instruct students to utilize a case-study methodology by which they can examine their field placement/work experience to monitor, evaluate and enhance the effectiveness of their own direct practice.

The initial sessions will involve a review and discussion of the theoretical and methodological issues involved in the case-study approach as presented in the course text, Theory in Practice: Increasing Professional Effectiveness by Chris Argyris and Donald A. Schon, San Francisco: Jossey-Bass, 1974. During this period, each student will prepare two written case studies (one easy and one difficult) for distribution to the other class members.

Subsequent sessions will be devoted to a presentation and critical discussion of individual case-study material. Each student will prepare, in consultation with the instructor, case-study material of his or her own direct practice as it develops in the field placement experience. This material will be presented to the class for discussion and critical analysis.

The purpose of the case-study method is three-fold:

- (1) to enable students to discover discrepancies between their actual practice and their theories of practice;
- (2) to enable them to discover and discard ineffective theories of action; and
- (3) to enable students to translate effective theories of action into direct practice.

Basic Text:

Argyris, Chris and Donald A. Schon. Theory In Practice: Increasing Professional Effectiveness. San Francisco: Jossey-Bass, 1974.

Course Readings:

- W. G. Bennis, et al. "The Case Study" Journal of Applied Behavioural Science, 1967.
- K. J. Gergen. "Social Psychology as History" Journal Of Personality and Social Psychology, 1973, 26 (2), pp.309-320.
- B. R. Schlenker. "Social Psychology and Science." Journal Of Personality and Social Psychology, 1974, 29 (1), pp.1-15.
- D. A. Schon. "What Can We Know About Social Change?" Chapter 7, pp.201-237 in Beyond The Stable State. N.Y.: Norton, 1971.
- E. F. Schumacher. "The Greatest Resource — Education", Part II, Chapter 1, pp.72-94 in Small Is Beautiful. N.Y.: Harper & Row, 1973.

II. C. 2. Example

— Problem Centered Curriculum

- (ii) University of British Columbia
 School of Social Work
 2075 Westbrook Place
 Vancouver, British Columbia
 SW 553 (1978-79)
 R. Nann

RESEARCH CONCEPTS IN SOCIO-ECONOMIC NEEDS

Course Description:

The aim of this course is to equip the student with an understanding of, and an ability to apply principles and procedures of scientific inquiry for testing, developing, and advancing knowledge about socio-economic problems and social work intervention strategies.

Course Objectives:

Learning experiences are designed to help the student develop competence in the following areas:

- (1) assessing the current status of knowledge about problems and issues of concern to the Socio-Economic Needs Concentration
- (2) formulating, elaborating, and adapting conceptual frameworks for investigating subjects of interest to the Socio-Economic Needs Concentration
- (3) gathering, ordering, and systematizing data;
- (d) synthesizing data for application to problems and issues of concern to the Socio-Economic Needs Concentration.

Course Format:

The organization of this course is based on the assumption of a shared responsibility between the student and the instructor for input into the learning experiences. The format includes:

- a seminar which meets weekly in the Fall term, and as required in the Spring

- a research project designed and conducted independently by the student on a topic directly related to his/her main focus of work in the M.S.W. program

FALL TERM will include:

- (1) Student critiques of some recent studies on socio-economic problems among various population groups in society (e.g., the poor, the working poor, women, native groups, and immigrant groups);
- (2) An examination of selected case examples involving the application of research findings for social policy development and social welfare programming;
- (3) A review of principles and procedures for formulating research problems; designing a study; sampling; collecting and analyzing data; and drawing conclusions.

SPRING TERM

The time will be devoted mainly to individual student projects after the Christmas break. Classes will meet as required to examine items of common concern to students. Otherwise, the scheduled class time will be used for individual student consultations with the instructor.

Evaluation:

The following is required of each student:

- attendance and participation in the seminar
- preparation and presentation of assignments for the seminar
- completion of a research project and production of a written report.

II. C. 2. Example:

— Problem Centered Concentration

(iii) University of British Columbia
 School of Social Work
 2075 Westbrook Place
 Vancouver, B.C.
 SW 551 (1978-79)
 J. Crane

RESEARCH CONCEPTS IN SOCIAL WORK FAMILY PRACTICE

Course Description:

Review of research related to family practice theories, evaluation of family-oriented programs and selected family practice and policy issues. Design and execution of research projects in family practice.

Course Objectives:

— Introduction

The course is structured around the requirement of a major assignment. Each student is responsible to undertake this. This assignment is designed to supply the main learning experiences necessary to implement the objective of increasing the student's capacity for a research-oriented analysis of practice concepts and approaches.

It is intended for students whose major practice activity is the provision of case services to individuals, families or small groups.

Course Format:

— Goals of This Assignment

To provide an opportunity for the students to:

- (1) Subject a practice approach which is of interest and importance to them to a research analysis which will throw light on various aspects of the usefulness of the approach as a guide to both practice and research.
- (2) To choose one or two concepts used in the approach as a basis for a small scale study, to be carried out in the Spring term, which will not only add to the

students' understanding of the concepts but also contribute to their specification and refinement for use by other practice persons.

— Carrying Out the Assignment

- (1) What is meant by an "approach"? I have deliberately kept this term general, since in the literature of social work various more or less equivalent terms such as 'model', 'theory' and 'practice modality' are employed. There is no established list of practice approaches which has universal agreement, but any of the 14 approaches listed in Turner (1974), or the set provided by Roberts and Nee (1970) or by Ford and Urban (1963) would be acceptable. In addition a research effort such as the one directed by Ripple (1964) or Polansky et al (1972) based on a conceptual framework for both practice and research related to a problem typology would be acceptable. An eclectic approach (e.g. Fischer 1978) would also be acceptable.

In general I mean by 'approach' essentially what Turner refers to as a "thought system" — a set of inter-related concepts and propositions to guide practice and enquiry. (Turner 1974. See also Turner, undated).

- (2) The student should make a selection of one 'approach' which he/she finds to be of particular interest and read some summary account of it like the ones referred to above. It would also be essential to locate a few individual articles which provide examples of the actual use of the approach, and also any empirical research which has been conducted. Using these materials the student should critically analyze the approach, focussing particularly on its distinguishing characteristics and state of development as a body of knowledge. In the course of doing this the student will develop his/her own outline for the assessment. The list of criteria attached may be used as a guide and point of departure. Helpful sources are also supplied.
- (3) Out of this analysis the student should make a selection of one or two concepts which are to be the focus of a small scale enquiry to be carried out in the Spring term. A single concept is likely to provide enough scope for this enquiry.
- (4) By the end of the fall term (due dates to be worked out in class) the student should hand in a proposal

for research covering the following topics:

- a critical assessment of the selected practice approach
- the concept(s) selected for study, with reasons for selection
- purposes guiding the enquiry, and questions to be addressed
- study design to be employed. Address each of the 5 design questions given by Finestone and Kahn (1975). As 'models' or prototypes, any of the 12 problems and designs for social work practice people given in class and on the Crane (1978) tapes may be employed. Or one of your own choosing.

Evaluation:

Beginning no later than the eighth week in class we shall have student presentations in class of the practice approach analyses which they are working on. These need be only in preliminary form, with the presentation being used as a rehearsal or practice run, as well as a means of obtaining consultation from the class and the instructor.

(Length of Proposal)

The final version should be of length 12-15 pages for the theoretical analysis and 8-10 for the research design.

Group projects are acceptable provided that their scope is enlarged in proportion to the number of participants.

General References:

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- Roberts, R. W. and R.H. Nee. Theories of Social Casework. Chicago, University of Chicago Press, 1970.
- Selltiz, Claire. Research Methods In Social Relations. Third Edition, 1976 Holt, Rinehart and Winston.
- Turner, Francis J. "Interlocking Theoretical Approaches to Clinical Practice: Some Pedagogical Perspectives" Canadian Journal of Social Education Vol.2, No.2, undated, pp.6-14.
- Turner, Francis J. (ed.) Social Work Treatment "Interlocking Theoretical Approaches". Free Press, New York, London, 1974. Note: Turner's "Part 1" is particularly recommended.

Specific References For the Research-Oriented Assessment
of Social Work Practice Approaches:

— Introduction

This set of criteria owes much to the scheme developed by Fischer (1971, republished in 1973 and 1978). I have included many items from Fischer's scheme, but dropped many others and have added a number of items of my own. This present scheme differs from Fischer's mainly in being oriented to planning a piece of research, whereas Fischer's intent was to aid the social practitioner in selection of approaches for use in practice. I have omitted most of Fischer's items on characteristics of the approach as a theory of therapy, though the student may find these items to be interesting on their own account. It should be noted that Fischer's scheme reflects the influence of earlier work by Ford and Urban (1963), which it might also be helpful to consult.

With most items I have included references to writings in which the meaning of the term is defined or discussed.

The list is meant only as a stimulus. The student should make up a final list of her/his own.

— List of Items to be Considered In A Critical Assessment
Of a 'Practice Approach' in Social Work.

- (1) Generality of Application To Different Problems (Ford and Urban 1963, Reid and Epstein 1972).
- (2) Formality/Informality (Fischer 1971, Galtung 1968, Crane 1978).
- (3) Nomothetic Versus Idiographic Focus (Fischer 1971)
Note: This item is not on Fischer's list but is discussed in his paper.
- (4) Comprehensiveness (Fischer 1971, Reid and Epstein 1972, Selltitz, et al 1976, Chapter 2).
- (5) Level of Abstraction (Fischer 1971)
- (6) Reification Fischer (1971)
- (7) Determinism/Probabilism (Crane 1978; a more general discussion of categorical versus probable logics may be found in Francis 1961).

- (8) Internal Consistency (Fischer 1971, Crane, 1978)
- (9) Characteristic Methods of Observation of Behaviour and Units of Observation, Description (Crane 1977).
- (10) Sources of Error in Practice Observations (Selltitz et al 1976 pp.165-169).
- (11) Extent To Which Specific Attention is Given To Sources of Error in Practice Observations and to Means of Controlling Them.
- (12) Emphasis on Empirical Testing of the Theory (Fischer 1971).
- (13) Specification (Operational Definition) of Concepts (Fischer 1971, Selltitz et al. Chapter 6, Crane 1978.)
- (14) Progress in Empirical Verification (Fischer, 1971, Crane, 1978.)
- (15) Tested Data Collection Instruments (Reid and Epstein 1977, Haynes 1977, Hudson and Glisson 1976, Fischer, 1978).
- (16) Published Evaluations of Data Collection Instruments
- (17) Research Productivity (number and variety of published studies).
- (18) Testable Hypotheses Regarding Problem Types (for discussion of hypotheses see Selltitz et al 1971: for an example of hypothesis generation and testing see Crane 1978).
- (19) Testable Hypotheses Regarding Change Processes and/or Outcomes.
- (20) Clarity About How Outcome Should Be Determined (Fischer, 1971).
- (21) Relationship of Outcome to Elements of Theory (Ford and Urban 1963, Fischer 1971).
- (22) Explicitness of Attention to Moral Issues (Fischer, 1971).
- (23) Optimism About the Therapy Process (Fischer 1971).
- (24) Use of The Disease Model (Fischer 1971).
- (25) Use of The Medical Model (Fischer 1971).

- (26) Emphasis on 'Therapist' Involvement (Ford and Urban 1963; Fischer 1971, Crane 1974)
- (27) Explicit Attention to 'Therapist' Variables (Ford and Urban 1963, Fischer 1971, Crane 1974)
- (28) Assumptions Regarding Qualities of the 'Therapist' (Ford and Urban 1963, Crane 1974)
- (29) Basic Assumptions re "human nature" (Gouldner 1970).

II. D. INDEPENDENT RESEARCH

II. D. 1. The Category

The majority of schools (seven out of the twelve responding) include among their advanced offerings courses which permit a student to engage in independent research.

The primary intent of these courses is to encourage student initiative in selecting a research topic of his/her choice and in designing and implementing a research strategy. Less frequently, these courses are used as a means of permitting two or more students with similar research interests to engage jointly in the pursuit of that interest. A further use of these courses is to enable students to participate, for credit, in an ongoing school or faculty research project.

Courses of this nature appear to meet many needs. For the student the approach maximizes flexibility, individualization, relevance of content and accountability. Independent research courses also add to the integrity of the research curriculum by filling gaps where necessary. A final advantage of these types of courses is that they add the important dimension of mentoring to research learning; close contact and shared responsibility between faculty member and student under project conditions assures this.

Because of the individualized nature of independent courses schools tend not to have course outlines, an exception to this being the course statement and bibliography by the University of Toronto. Instead, most schools appear to have policy statements which detail the expectations and procedures to be pursued. Following is an example of such a statement along with the course statement from University of Toronto.

II. D. 2. Example

- (a) Dalhousie University
Maritime School of Social Work
Halifax, Nova Scotia.

MSW 630 A & B — INDIVIDUAL RESEARCH STUDIES

This course will be offered each term to individuals interested in Library or Field Research into a special aspect of any relevant area of social work knowledge/practice. The course is designed specifically for those wishing to pursue a research credit on an individualized basis.

MSW 630 A & B — GROUP RESEARCH PROJECTS

This course will be available in each term to students wishing to pursue co-operatively on a small group basis empirical research into some relevant aspect of Social Work Practice. The course is especially designed to enable students to either participate in ongoing research being carried out by faculty members, or to initiate on a group basis meaningful empirical investigation.

CRITERIA AND PROCEDURES GOVERNING THE THREE COURSES:

In the case of both courses, the student(s) is expected to negotiate the terms of reference for the proposed credit with a faculty member of her/his choice. These negotiated terms of reference must be consistent with the Curriculum Committee Guidelines and Criteria for proposed new course offerings. The student (or faculty member in the case of a faculty initiated group research project) shall then submit the negotiated course terms of reference to the appropriate curriculum stream. Proposal decisions will be rendered by the stream in consultation (approval) with the Chairperson of the Curriculum Committee. A proposal shall be submitted no later than one full month in advance of the term during which the course is to be pursued for credit. Exceptions to this rule may be granted at the

discretion of the Stream. They shall be submitted in a form consistent with the guidelines set forth by the Curriculum Committee for submission of new course proposals. In judging proposals for Individual Research Studies, and/or Group Research Projects, the Stream and Chairperson of Curriculum (or person or persons so designated) shall use the criteria set forth by the Curriculum Committee in its statement of guidelines for the evaluation of proposed new course offerings.

In special circumstances, these three courses may span over more than one term and in the case of Individual Research Studies, result in a thesis. In such circumstances, however, the proposed design for the course should rationalize this.

While in the case of each of the above two courses the specific required outcome will vary in accordance with the course design, it is to be understood that a report shall be produced meeting the standards of graduate scholarship.

II. D. 2. Example

(b) University of Toronto
Faculty of Social Work
246 Bloor St. West
Toronto 181, Ontario. (1978-79)

SWK 5305 F & S
SWK 5306 H & S

A. Rose, D. Herberg, S. Neysmith.

Note: SWK 5305 & 5306, designed for students electing an individual or group research project, are part of a sequence of three research courses which are conducted on a tutorial or group basis, (each student being assigned to an instructor who shares interest in the student's proposal).

Below is a brief description of the content of each section followed by the course bibliography.

INDIVIDUAL READING AND RESEARCH II AND III

Section 1 (Instructor: A. Rose)

Topic: The Nature and Extent of Support Systems Among the Autonomous Elderly

This study was begun a year ago with the B.S.W. student group as a preliminary phase of a larger study funded under the Faculty Research Project. The study seeks to identify information about natural helping networks which sustain autonomous, well, elderly persons in various sub-populations. Phase II of the study will be undertaken with interested students in the BSW group, and will involve evaluating the research process and findings of the first phase, adapting the research instrument and drawing additional data from a somewhat different population grouping — persons who are somewhat more dependent and/or somewhat more isolated while living in the community. Group and individual projects are possible in this section.

Section 2 (Instructor: D. Herberg)

Topic: An Evaluation Study of Two Projects in the Urban Alliance for Race Relations

This study will focus on two educational, sensitization and consciousness-raising programs- one located in the schools, the other in the community. The study will consist of an exploratory phase of a larger evaluation research project, and will be focussed on the analysis of process related to the ways in which the two programs have been evolving.

Section 3 (Instructor: S. Neysmith)

Topic: The Social Welfare of Women

The instructor's interest lies in research related to the social welfare of women. The class will be encouraged to divide into 2 or 3 smaller groups, each defining a specific topic for enquiry within this general area. Consumer related research, and evaluation studies, as well as original projects will be considered. The research competency of group members will be a key factor in determining the design and scope of these studies.

Additional Option

Students with excellent prior theoretical knowledge and experience in research upon entry may qualify:

- (a) to undertake an individual research project or a joint project with another similarly competent student, under supervision of a relevant faculty member, manpower permitting; or
- (b) to select within the Faculty or in other departments, courses which are designed to extend and advance their existing research knowledge base in a variety of directions, or
- (c) to work on one of several studies funded under the Faculty Research Project.

Students in this category should see Dr. Norma Lang.

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— Research and Scientific Method

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Lazarfeld, P.F. & Rosenberg. (ed) The Language of Social Research, Glencoe: The Free Press, 1955.

Madge, John. The Tools of Social Science, London: Longman, Green & Co., 1953.

Mencher, Samuel. The Research Method in Social Work Education, New York: Council on S.W. Education. Vol. IX Curr. Study, 1959.

— Research Process and Research Methods (General)

American Association of Social Workers. Research In Social Work: Report of the Workshop on Research in Social Work, 1947. New York: AASW 1948.

Festinger, Leon & Katz, David. Research Methods In The Behavioural Science.

Goode, William J. & Hatt, Paul K. Methods in Social Research, New York: McGraw-Hill, 1952.

Polansky, Norman A. (ed.) Social Work Research. Chicago: University of Chicago Press, 1960, 1975.

Selltiz, Claire et al. Research Methods in Social Relations. New York: Holt, Rinehart & Winston, 1961

Wechsler Henry et al. Social Work Research in the Human Sciences. New York: Human Sciences Press, 1976.

— Research Design

Ackoff, Russel L. The Design of Social Research. Chicago: University of Chicago Press, 1953.

Hyman, H.H. Survey Design and Analysis. Glencoe: The Free Press, 1955.

Miller, Delbert C. Handbook of Research Design and Social Measurement. New York: David McKay Co., 1964.

Phillips, Bernard S. Social Research: Strategy and Tactics. New York: MacMillan Co., 1966.

— Statistical Methods and Other Approaches to Data Collection and Analysis.

Blalock, Hubert M. Social Statistics. New York: McGraw-Hill, 1960.

Blalock, Hubert M. and Blalock, Ann B. Methodology in Social Research. New York: McGraw-Hill, 1968.

Cohen, Lillian. Statistical Methods for Social Scientists. New York: Prentice-Hall, 1954.

Croxton, F.E. and Cowden, D.J. Applied General Statistics. Englewood, N.J.: Prentice-Hall, 1956 (2nd edition).

Garrett, Henry E. Statistics in Psychology and Education. New York: David McKay Co., 1965.

Games, Paul A. and Klare, George R. Elementary Statistics. New York: McGraw-Hill, 1967.

Hyman, H.H. et al. Interviewing in Social Research. Chicago: University of Chicago Press, 1952.

Neiswanger, William A. Elementary Statistical Methods. New York: MacMillan Co., 1956 (2nd edition)

Oppenheim, A.N. Questionnaire Designs and Attitude Measurement. New York: Basic Books, 1966.

Richardson, Stephen A. et al. Interviewing: Its Focus and Functions. New York: Basic Books, 1965.

Wallis, W. Allen and Roberts, Harry V. The Nature of Statistics. New York: The Free Press, 1962.

Weiss, Robert S. Statistics in Social Research: An Introduction. New York: John Wiley, 1968.

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Cabot, Richard C. Treatment in Social Casework and the Need of Criteria of its Success or Failure, Proceedings. National Conference of Social Work, Columbia University Press, 1931.

- Dollard, John, and Mowrer, O. Hobart. A Method of Measuring Tension in Written Documents. Journal of Abnormal and Social Psychology, 42:1, January 1947.
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- French, David G. An Approach to Measuring Results In Social Work. New York: Columbia University Press, 1952.
- Freudenthal, Kurt. The Why and How of Casework Research. Social Casework, Vo.35, No.7, July 1954, pp.296-298.
- Glueck, Eleanor T. Evaluative Research in Social Work. New York: Columbia University Press, 1936.
- Herzog, Elizabeth. Some Guidelines for Evaluative Research. Washington: U.S. Dept of Health, Education and Welfare, Children's Bureau, 1959.
- Hunt, J. McV. Measuring and Effects of Social Casework. Transactions. New York: Academy of Science, 1947. Ser.II, 9 pp.78-88.
- "Measuring Movement in Casework" Journal of Social Casework, 29, 1948.
- "A Social Agency as a Setting For Research," Journal of Consulting Psychology, XIII, 3 April, 1949. pp.69-81.
- Blenkner, M. and Kogan, L. A Field Test of the Movement Scale, Social Casework, Vol.XXXI. No. 7, July 1950.
- Testing Results in Social Casework. New York: Family Service Association of America, 1950.
- and Kogan, L. Measuring Results in Social Casework. New York: Family Service Association of America, 1950.
- Kogan, L.S., Hunt, J. McV., and Bartelme, P.F. A Follow-Up Study of the Results of Social Casework. New York: Family Service Association of America, 1953.

Mudd, Emily Hartshorne and Froscher, Hazel Bazett.
Effects on Casework of Obtaining Research
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Affecting Movement in Casework. Social Casework,
March, 1953.

Witmer, H. Some Principles of Research in Social Case-
work. Smith College Studies in Social Work.
XIII, 1. September 1942. p.1.

-----and Powers, Edwin. An Experiment in the Prevention
of Delinquency. The Cambridge-Somerville Youth
Study. New York: Columbia University Press, 1951.

— Studies of Miscellaneous Research Publication

Fanshel, David (ed.) Research in Social Welfare Admin-
istration. New York: National Association of
Social Workers (NASW) 1962.

Hill, John J. and Ormsby, Ralph. The Philadelphia Cost
Study, Social Work Journal, 1953.

Maas, Henry J. and Varon, Edith. The Caseworker in
Clinical and Sociopsychological Research.
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Research. New York: National Association of
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Rothenberg, Jerome. The Measurement of Social Welfare.
Englewood: Prentice-Hall Inc., 1961.

Schwartz, E.E. and Wolins, M. Cost Analysis in Child
Welfare Services. Washington, U.S. Dept of
Health, Education and Welfare Children's
Bureau, 1958.

Use of Judgements as Data in Social Work Research.
New York: N.A.S.W., 1959.

III. ADVANCED STATISTICS AND USE OF COMPUTER

III. 1. The Category

The availability of advanced research courses in statistics and computer usage tends to be limited to only a few schools. Out of a total of twelve schools responding to the questionnaire, four schools stated they offered courses of this type. It is noteworthy that computer utilization is integral to these courses. It might also be pointed out that two schools, Carleton and Sherbrooke, while not offering formal courses in advanced statistics, nevertheless strongly encouraged a knowledge of computer usage among students. (Sherbrooke requires its students to take non-credit instruction in computer utilization).

The primary aims of these courses is to provide students with a sound knowledge of the most commonly used statistics in social work research and an introduction to computer aided statistical analysis.

Because of the nature and purpose of these courses, there tends to be less variation in content and instructional method than is evident in the other course categories.

Following are sample course outlines that demonstrate the above points.

III. 2. Example

- (a) University of Toronto
 Faculty of Social Work
 246 Bloor St. West
 Toronto 181, Ontario
 SWK 5144 S (spring term, 1978)
 C. Lambert

RESEARCH CONCEPTS & METHODOLOGY IV

Course Description and Objectives:

To review and extend basic knowledge of research methodologies and statistical techniques.

Course Format:

WEEK:	MODULE CONTENT:	SOURCE:
1 - 2	Review of Single Variable Analysis	Blalock: 11,12 Siegel: 1-4
3 - 6	Review of Bivariate Analysis (a) The Logic of Examining Relationships (b) Evaluating Relationships	Blalock: 13-15 Siegel: 5,6
7 - 10	Multivariate Analysis	Blalock: 16-20

Seminar and Laboratory methods will be used, in conjunction with the SPSS package.

Basic Texts:

Blalock, Hubert M. Social Statistics. Toronto: McGraw-Hill Book Co., 1972.

Siegel, Sidney. Nonparametric Statistics. Toronto: McGraw-Hill Book Co., 1956.

Nie, Norman H., Bent, Dale H., and Hull, Hadlai C. Statistical Package For The Social Sciences. (Revised) Toronto: McGraw-Hill, 1975.

Evaluation:

Grading will be based on 2 assignments (70%) and 1 class presentation (30%).

III. 2. Example

- (b) Dalhousie University
Maritime School of Social Work
6414 Coburg Road,
Halifax, Nova Scotia
MSW 632A (1978-79)
P. Brien

COMPUTER ANALYSIS OF DATA

Course Description:

The course is designed to give students a working knowledge of how to make use of computer facilities for the analysis of data.

Course Objectives:

The objective of the course is not to produce programs but to give the students a sufficient background so as to be able to effectively communicate with and efficiently use consultants for major projects and be able to do most of the work on small scale projects themselves.

Additionally topics of current interest such as data security, data base management, validity of information, obtaining information without compromising confidentiality, aspects of computer operation, use of computers in social, economic, etc., models, and using the principles of sequential operations, cause and effect, and sub-component interactions to analyze social problems and proposed solutions.

Course Format:

WEEK 1 Introduction to SPSS; Introduction to Computer System; How to use a keypunch, Assign user codes.

Assignment: Type in a short SPSS program
(e.g. Example 7.2 SPSS Manual)
using cards.

WEEK 2 Introduction to Terminal Usage and using an Editor, Demonstration of Terminal & Editor Usage. Control Statement sequence to submit SPSS jobs from a terminal.

Assignment: Same as previous week except using interactive approach.

- WEEK 3 Review of WEEK 2 and work on problems in assignment. Statement by statement review of SPSS example used in assignment, stress the concept of sequential events and the importance of variable names. Description of final project requirements.
Assignment: Complete previous week's work.
- WEEK 4 Review Editor Commands, SPSS Crosstabs and use of Options & Statistics Formats
Assignment: Modification to example for Format & Crosstabs with use of Options & Statistics Cards.
- WEEK 5 SPSS -Meaning of items on Frequencies & Crosstabs Output.
Assignment: Complete previous work flow in producing a statistical report-data verification.
- WEEK 6 SPSS Recode Computer Statements, Usage-usage in combining two variables into 1 to make more readable tables. Examples of problems and solutions to them in collecting data and maintaining confidentiality.
Assignment: Use Computer & Recode
- WEEK 7 SPSS Data Selection Statements (If; Select If)
Designing a mission oriented study concept of defining Report requirements and design study around them as key to doing a successful job. Review of final project requirements.
- WEEK 8 SPSS Breakdown; Condescriptive; Uses, types of data required; Data validation — examination of data to ensure logical correctness; multiple questions on same item; consistency checks; reasonableness.
- WEEK 9 SPSS — Concepts in Regression & Correlation
Planner Correlation; Extraction of data from files; Concepts in multivariate analysis.
- WEEK 10 SPSS Same files; Concepts in data base; Extract list file information; Workshop on projects.

WEEK 11 Multivariate analysis using discriminate analysis as an example; Concepts of data base — and data security in a large organization.

Assignment: Use a same file to run discriminate analysis.

WEEK 12 Run over discriminate analysis output to see what type of info is available. Workshop on Project problems; Effects of "restriction"; of "freedom" of information acts on society and research and government; Data base concepts.

Ideas on use and concepts in using computer models as tools for testing hypothesis of social economic etc., situations and to test for the effects of changes. Simple feedback models as demonstrations of the effects of intervention.

Basis Text:

Statistical Package For the Social Sciences., Nie, Null, Jenkins, Steinbrenner & Bent (eds.) McGraw-Hill Book Co., 1975. No.5, Version 1. Text Editor Reference Manual Control Data Corporation; Publication Number 60436100.

Evaluation:

Typically the social worker will find it useful to produce a report on either an existing data base such as filed reports or have to obtain data using a questionnaire or interview technique. In such a situation the form of the final report can easily be determined; the selection of data and method of analysis are then fixed by the requirements of the report. The course is graded on a final project selected by the students (often based on their field placements) which demonstrates all stages of producing a report from its inception to the actual final report.

With the exception of the final project exercises, these are not formally corrected but are assigned to give the students material to try out.

III. 2. Example

- (c) McMaster University,
School of Social Work,
Hamilton, Ontario.
603 (half course, 1978-79)
Instructor Not Indicated

DATA ANALYSIS AND RESEARCH DESIGN

Course Description/Objectives:

The purpose of this course is to equip students with basic statistical skills needed for social policy analysis. Students are expected to become sufficiently familiar with statistical procedures and concepts to be able to discriminate between them, to interpret the most common statistics, and to appreciate both the contribution and the limitations of techniques of quantitative analysis applied to policy questions.

Course Format:

The approach taken is to treat statistical techniques as an important adjunct to systematic analysis and logical reasoning in relation to substantive problems of policy. Statistical procedures are explained by illustrative application to problems and data of concern to students of social policy and to study designs commonly employed in policy research. Special attention is given to the design of studies for (a) measurement and monitoring of conditions and problems, (b) predictions and projections, (c) evaluation of policies and programs, including experimental and quasi-experimental methods.

Specific topics covered include the following:

The nature of causal explanation, concept definition, indices and hypothesis testing; time series; regression and correlational analysis; statistical inference, sampling and tests of significance; non-parametric statistics; computer application.

IV. RESEARCH PRACTICUM

IV. 1. The Category

The research practicum is not a universal requirement among schools in Canada. Out of twelve schools responding to the questionnaire, six schools indicated use of the research practicum. It is noteworthy that the practicum was designated as a compulsory course for all six schools but only for research specialization students. The University of Windsor relaxes the requirement by permitting students enrolled in the research concentration the option of substituting a full course equivalent in lieu of a practicum.

The idiosyncratic nature of the research practicum militates against the use of standard course outlines, rather, most schools have policy statements or supplementary regulations regarding the expectations and purpose of the practicum. An illustration of such a policy statement follows.

IV. 2. Example

- (a) University of Manitoba,
School of Social Work,
Winnipeg, Manitoba.
Course # Unavailable

PRACTICUM REQUIREMENTS (Supplementary Regulations)

- (1) The student will submit a practicum proposal to his/her Advisory Committee. This proposal will present a rationale for social work intervention in relationship to specific social work activities to be undertaken.
- (2) The Committee, in collaboration with the student, will establish the following:
 - Objectives
 - It is understood that the time spent in practicum should be approximately 500 hours
 - Setting of the practicum
 - Supervision procedures; agreement on Committee and agency responsibilities
 - Evaluation Procedures
- (3) The student should demonstrate through a paper of high academic quality that relevant literature has been reviewed that relates to the practicum.
- (4) The Committee shall judge the acceptability of this paper.
- (5) Upon approval of the practice and the acceptance of the paper, the student shall make an oral presentation of this practicum to a meeting open to the faculty and graduate students of the School.
- (6) If the practice requirements are not met, the student may be given an extension within limits to be set by his/her Committee. If the student fails to meet practice requirements after the extension, he/she will be required to withdraw from the program.
- (7) If the student's theoretical paper is unacceptable, the student will be permitted to re-submit. If the

paper is not accepted twice, he/she will have to withdraw from the program.

— Practicum Advisory and Examining Committee

Early in the academic year and preferably not later than December 1, the student's advisor shall recommend a Practicum Advisory Committee to the Graduate Program Committee.

V. THESIS/PROJECT/PAPER

V. 1. The Category

The thesis or major research project and report is offered in almost all schools (eleven out of the twelve responding schools). Of these two options the research project is listed by six schools, while the thesis is listed in only five schools. Of the five schools listing a thesis, three require it only for students enrolled in the research specialization.

Most schools permit students the option of group or individual thesis/project.

Following are sample statements which illustrate the expectations required of students doing a thesis or major research project. As is evident, the structure of these guidelines are explicit and systematic.

V. 2. Example

- (a) McGill University
School of Social Work
3506 University Street,
Montreal, P.Q.
MSW 407-617
Staff.

RESEARCH PROJECT

"The Major research undertaking of the student. The selection of a research topic, the design of the research, the collection and treatment of the data, the written report of the project." (Calendar Excerpt, p.15)

Preparation of the Final Form of The Final Form Of The M.S.W. Research Report and Abstract:

The M.S.W. Research Report and Abstract should be respectable social work documents. They should present significant ideas in a clear, logical and interesting manner. Their form and style should reflect high standards of scholarship.

In preparing the final form of the Research Report and Abstract, the student is to observe faithfully the requirements set forth in this document. On matters of form and style not included here, the student is advised to consult Turabian's, A Manual For Writers of Term Papers, Theses and Dissertations (3rd Edition, Revised)¹, and follow the form and style adopted consistently.

All research students whether working on individual or group projects should make budget plans to provide from \$60. to \$75. for the cost of preparing the Research Report in final form.

¹ Turabian's third edition adds material on footnoting which is a valuable clarification of the 1955 revision (which can still serve as the model for form and style.)

The Research Report

(The Summary Chapter)

The final chapter of the research report is to be titled SUMMARY, and is limited to 400 words. It should cover:

- (1) a statement of the research problem
- (2) how it was studied, and
- (3) principal findings and conclusions.

This summary statement not only provides a concise summation of the research report, but also is in a form acceptable for use as the body of the abstract.²

(Number of Copies)

Depending upon the number of students involved and the number of agencies cooperating in the research, the number of final type-written copies will vary. The minimum number of copies will be three, one for McLennan Library, one for the School Library, and one for the author of an individual report. Additional copies will be required for the agency(ies) to whom commitments have been made, and for each student in a group project. Each type-written copy is to be submitted, unbound, to the Research Advisor, in an appropriately sized manilla envelope, clearly labelled with the Research Report title, the authors, and the Copy Number (I,II, etc.) in the upper right corner. They may be submitted before or on the due date.

(Paper)

The original copy (for the Social Work Library) is to be on 20 lb. bond paper of high quality. Paper specially treated for easy erasure, or papers punched for ring binders are not acceptable. Bond paper of 16 lb. weight is suitable for agency or student copies, but onion skin may be substituted for student copies. (Xerox copies are most frequently used at this time).

(Type of Reproduction)

The most appropriate means of reproducing the Report is with the use of a standard typewriter on the designated bond paper (see above). There are occasions when a research group consists of several students and/or when a number of cooperating agencies require copies of the Report. The standard typewriter often does not reproduce

² Infra. page 5.

clear enough carbons beyond five copies. In this situation two options are available: (1) rent an electric typewriter for the typist using 20 lb. bond paper for the original library copy, 10 lb. bond for McLennan and the agencies' copies, and onion skin for student copies (up to 10 copies); (2) reproduce enough copies for students and for agency use by photocopying the approved original Library copy by Xerox process.

(Type)

Either elite or pica size type is to be used.

(Title Page)

The following items conventionally spaced are to be on the title page: (1) the name of the University, (2) the title of the Report consisting of no more than 55 letters, (3) an optional subtitle enlarging on the title, (4) the statement, "A Research Report submitted to The School of Social Work, Faculty of Graduate Studies and Research, In Partial Fulfillment of the Requirements for the Master's Degree in Social Work", (5) the full name of the author(s), and (6) Montreal, the month and year of convocation anticipated. (1) and (2) are to be typed in capital letters. A sample title page follows.

(Acknowledgements)

This feature is not required, but it offers a convenient opportunity to express the author's indebtedness to persons who have been especially helpful, or to publishers of materials from which data have been drawn and to whom acknowledgement should be given. The student should initial his acknowledgements.

(Table of Contents)

The table of contents should list the chapters, titles or other division headings of the Report, and should use the same words that appear in the body of the Report. The numbers of the pages on which these items appear should also be given. (See Turabian).

(Pagination)

Each page in the text or in the reference matter should have its serial number at the centre of the top margin. When major headings in block letters appear at the top of a page, i.e. chapter titles, Appendix or Bibliography,

centre the page number in the margin at the bottom of the page. Note that those papers that precede the text proper are numbered in small Roman numerals, i, ii, iii, etc., centred in the bottom margins of the various pages. The title page counts as page i, but the number is omitted. The Abstract is not numbered.

(Margins)

The margin at the top of the page is to be 1½ to 1½ inches. The margin on the left side is to be 1½ inches, and the margins on the right side and at the bottom are to be approximately 1 inch. All tables, charts, illustrations and the like are also to have 1½ inch margins on the left side.

(Spacing)

The text of the Report is to be double-spaced except for indented quotations, individual footnotes and bibliography, which are to be single spaced. (See Turabian).

(Headings)

Chapter or section headings should, if possible, be consistent in their grammatical form. Complete sentences are ordinarily to be avoided. A preferred form is a noun followed by a prepositional phrase or a participle, e.g., "A Statement of the Problem" or "The Problem Defined". A centre heading of a chapter (the title) should employ capitals throughout. A centre subheading uses capitals for the first letter of the first word and the first letter of other important words. A centre heading should have no period at the end. A side heading should begin with a capital, but employ no other capitals except for proper names. A side heading if "run-in" should end in a period which may be followed by a dash. Chapters should have Roman numerals. (Check with Turabian).

(Footnotes)

In Turabian's, A Manual For Writers of Term Papers, Theses and Dissertations, (2nd Edition) pp.19-43, the form of first, full reference footnotes is specified as required for the research report. There is also described under "Method A" (pp.45-46) a footnoting style for second or later references that is especially suitable for report writing. "Typing the Footnotes", in Turabian (pp.88-90) is to be followed to achieve a standard footnote format. Turabian's 3rd Edition, pp.60-64 (Sec.44) has extensive

material on the new style of footnoting. The numbering of footnotes should be done serially for each page separately using Arabic numerals. A given footnote should be on the same page as its reference in the text, and the text and footnote index numbers should be the same. Special problems with footnoting form may be discussed with the Director of Research or the School Librarian. (Note: The "Method A" footnoting form has been evolved to meet the special demands of microfilming of documents, as well as to facilitate corrections of footnotes).

(Items in an Outline)

All items listed together in an outline should be as nearly as possible in the same grammatical form, e.g., every item in a given list should be a verbal noun or should be a complete sentence. The various grammatical forms should not be mixed.

(Tables, Charts, Illustrations, etc.)

The recommendations of the style manuals are to be followed in typing tables and in preparing charts, illustrations and other graphic materials. When ink is used, it must be India ink.

Graphic materials are to be black on white. Consult references on tables and graphics. Xerox reproduction is an acceptable alternative to regular typing for tables, and India ink reproduction for figures. Drawings, maps, plates, etc., if larger than the prescribed page, may be folded and subsequently bound in, only if the flap is not larger than 7 x 11 inches. Larger drawings, maps, etc. must be folded down to not more than 7 x 10 inches, so that they may be placed in pockets in the binding.

(Bibliography)

The bibliography is to be placed at the end of the body of the report. Its form and style are to be consistent with the recommendations of Turabian, or with the recommendation of the School Librarian, should consultation be required.

(Appendices)

These are to be included only if appropriate. Their form and style are to follow Turabian. They are to be designated as Appendix A, Appendix B, etc.

(Capitalization, Punctuation, Spelling and Hyphenation)

Rules in Turabian and a standard dictionary or style reference are to be followed.

(Corrections)

Corrections must be quite unobtrusive in order for them to be accepted. Ink corrections, typewritten insertions, and strikeovers are not acceptable.

The Abstract

The Abstract of the Research Report is to include:

- a statement of the research problem
- how it was studied, and
- principal findings and conclusions. The contents of the final chapter titled SUMMARY can be used for the Abstract.

(Number of Copies)

There must be one more copy of the Abstract than there is of the final Research Report. The copies of the Abstract are to be placed in the submission envelopes on top of the typed Research Report. The additional copy is to be submitted in a separate large manilla envelope unfolded and titled with the same descriptive data as appears on those enclosing the copies of the Research Reports.

(Length)

The Abstract is limited to 400 words. Abstracts exceeding this length are returned to the students for condensation.

(Heading of the Abstract)

In the upper right-hand corner of the page appears the designation:

Master of Social Work
McGill University School of Social Work

Centered below will be the author(s) and title, followed by the Abstract, typed according to the standard rules for margins and spacing.

Evaluation of the Research Report

The completed Report is read by two examiners, one, the student(s) research advisor, the other an additional staff member of the School. Each examiner assigns a rating of Fail, Pass, Above Average, or Superior, both of which ratings are reported in the student record and to the student. In addition, the research advisor rates each student receiving his or her research supervision for overall research performance during the whole year, also for the student file.

A candidate whose Research Report is judged a failure by the examiners may submit a revised Research Report a second time for a later convocation. In such a case, the candidate must register at the beginning of the session for "Research Supervision Only" and pay the necessary fee. If a Research Report is failed a second time, it cannot be resubmitted.

On occasion, a Research Report will be passed on condition that designated minor revisions are completed. It is the student's responsibility to complete such revisions before a deadline specified at the time the conditional pass is reported to the student. If this deadline for revisions is not met, approval for graduation will be postponed until the revisions are received in acceptable form.

Key References on Research Reporting

American Psychological Association, Council of Editors. Publication Manual of the American Psychological Association. Washington, D.C.: American Psychological Association, 1957, Rev.Ed.

While Sections 5 and 7 are especially useful in preparing tables and figures, earlier sections are applicable to any research report.

Shaffer, Laurence, F. Preparing Dissertations in Psychology: A Guide for Students. New York: Bureau of Publications, Teachers College, Columbia University, 1950, Rev. Ed.

Turabian, Kate. A Manual for Writers of Term Papers, Theses and Dissertations. Chicago: University of Chicago Press, 1955. Rev. Ed. (1967 Rev.Ed.)

Turabian is the standard reference for all matters on form and style that apply to the requirements for the M.S.W. Research Report. While helpful ideas may be culled from other references, it is the model described by Turabian which determines the final form and style of the research report.

(Organization and Writing)

Fowler, H. W. A Dictionary of Modern English Usage. London: Oxford University Press, 1965. Rev. by E. Gowers.

William V. Goode and Paul K. Hatt. Methods in Social Research. New York: McGraw-Hill Book Co., 1952, Chapter 21.

Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rinehart and Winston, 1964, Appendix A.

Marks, Rachel. "Research Reporting" in Social Work Research. Edited by Norman A. Polansky, Chicago: University of Chicago Press, 1960.

(Sample)

APPENDIX A

McGILL UNIVERSITY

AN EXPLORATION OF THE JOB SATISFACTIONS
IN HOMEMAKER SERVICE

A Description of the Homemaker Service
and Job Satisfactions of the Women who
Consistently Provide this Service at the
Family Service Association of Montreal
January, 1965

A Research Report submitted to

The School of Social Work
Faculty of Graduate Studies and Research

In Partial Fulfillment of the Requirements
for

The Master's Degree in Social Work

by

Edward S. Cardwell

Montreal, October, 1965

SPECIFICATIONS FOR STUDENT RESEARCH REPORT RATING

	FAIL	PASS	ABOVE AVERAGE	SUPERIOR
STATEMENT OF PROBLEM — What do I want to find out?				
1. Clarity of Statement	Statement is ambiguous, fuzzy, biased, inconsistent or irrelevant to the research aim.	Problem outlined but incomplete or unclear statements necessitate inferences on real nature of problem.	Statement is unambiguous, includes precise description of research objectives.	Statement unambiguous and includes formal propositions and specifications for testing.
2. Relevance of Problem	Problem is meaningless, trivial or irrelevant to the goals of the profession.	Problem is generally related to the goals of the profession.	Problem is related to specific areas of professional goals in general terms.	Problem is related in precise terms to a specific segment of the goals of the profession.
3. Documentation	No documentation to earlier work or documentation is incorrect containing errors citation or interpretation.	Documentation to earlier work is comprehensive but leaves some interpretation to reader.	Documentation to earlier work is thorough and relevant.	Documentation shows in detail the evolution of the research problem from previous treatments on problem.
SPECIFICATION OF METHOD — How will I go about it?				
4. Appropriateness of Method	Problem cannot be approached by this method or analysis is inappropriate or inadequate.	Problem as defined is approachable in general terms by this method, and analysis is adequate.	Method is appropriate to the demand of the problem and analysis is focused.	Method is especially relevant to the problem and analysis is productive and imaginative.

5. Adequacy of Sample and Data	Sample units (cases or materials) are too small in number unsuitable or biased.	The cases or materials studied have some relationship to the problem.	Sampling is logically and procedurally connected with the research questions or hypothesis.	Sample selection is a natural outcome of the sound application of the research design.
6. Replication	No replication possible.	Replication possible at least in substance but key detail missing.	Replicable in detail with minimal additional information.	Replication possible in detail from information given.
PRESENTATION OF RESULTS — What did I find?				
7. Completeness	No results or only sketchy or inaccurate coverage which leaves findings obscure.	General coverage with minor inaccuracies or inconsequential gaps.	Near complete and accurate presentation of findings.	Coverage of results is complete and accurate.
8. Comprehensibility	Results incomprehensible or enigmatic	General comprehension of results possible.	Relevant results are clearly presented, partly in detail, partly in summary.	Relevant findings are presented completely and in detail.
9. Yield	Little or no contribution to answering research questions or testing hypotheses.	Useful clues or suggestions towards answering research questions or testing hypotheses.	Tentative but promising tests of hypotheses or answers to research questions.	Definitive hypothesis testing or answers to research questions.

INTERPRETATION — What do I make of the findings?				
10. Accuracy	Errors of logic, fact, or transcription which makes interpretation questionable.	No major errors detected; general link to research problem.	No errors apparent; interpretation brings together the research questions.	Careful check on accuracy of interpretation which is specifically related to research problem issues.
11. Bias	Bias apparent throughout presentation of results and in interpretation.	Unbiased results and minimal bias in interpretation.	No evidence of bias.	Positive precautions against bias throughout.
12. Usefulness	No apparent usefulness.	Possible influence on some future work in the problem area.	Likely influence on some future work in the area.	Probably influence on <u>all</u> work in the area.
FORMAT AND STYLE				
	Disorganized format impedes and understanding marred by illogical headings, and/or typing errors. Reporting style is inappropriate, lacks clarity.	Format does not detract from understanding but copy may be marred by occasional typing errors requiring corrections.	Format is logical and clear; presentation is error free and tidy; Reporting grammatical and economical.	Format completely error free, orderly presentation throughout, logically based on material; reading and understanding facilitated by format. Extreme clarity in reporting.

V. 2. Example

- (b) University of Manitoba,
School of Social Work
Winnipeg, Manitoba

THESIS REQUIREMENTS

Thesis Requirements

In addition to the general rules of the University regarding the thesis, the following regulations apply:

The thesis should be based on "independent study and scholarly research" which is of a "theoretical, empirical or historical" focus. The purpose of the thesis endeavor should be to build or test theory through disciplined and focused independent study.

Presentation and Defense of Thesis

- Students will submit a "thesis proposal" to their thesis advisory committee. This proposal will present the rationale underlying their proposed study, cite relevant literature to support their research intent, and provide a preliminary design for the thesis research. Students will require approval from all members of their thesis committee before continuing.
- A seminar presentation should be arranged by the advisor for interested faculty and graduate students to outline the study focus and the methods which will be followed in the research design. The presentation should be done before the end of the first term but must in any case precede the initiation of the research data-gathering. Its purpose is to give students an initial response to their proposed study direction and act as an aid in strengthening the research design.
- Upon prior approval of the thesis Examining Committee, the completed thesis will be presented to a meeting open to the faculty and graduate students of the School of Social Work.
- Each student will be required to make an oral defense of her/his thesis. The defense will be undertaken in the following manner:

- (a) The thesis will be presented to a meeting open to the faculty and graduate students of the School of Social Work.
- (b) The Examination Committee will meet after the open meeting in camera to review the oral defense and make a disposition.
- (c) The Committee will then meet with the student to discuss any changes which they may require before the thesis is finally accepted.
- (d) If the presentation and defense of the thesis is failed on two different occasions, the student will be asked to withdraw from the School.

Thesis Advisory and Examining Committee

Early in the academic year and preferably not later than December 1, the student's advisor shall recommend a Thesis Advisory Committee to the Graduate Program Committee.

This Advisory Committee shall normally also constitute the Thesis Examining Committee.

The composition of the Thesis Examining Committee is to be in accordance with the regulations of the Faculty of Graduate Studies.

VI. TEACHING MATERIALS

VI. 1. The Category

This category consists of sample assignments and exercises used in course instructions.

VI. 2. Example:

VI. 2. Assignments for Evaluation Research

— Direct Practice

- (i) Dalhousie University
Maritime School of Social Work
6414 Coburg Road
Halifax, Nova Scotia.
MSW 661B (1978-79)
R. O'Day.

RESEARCH AND DIRECT PRACTICE

Annotated Bibliography

An annotated bibliography of 10-15 recent process and/or outcome research studies on a particular approach to direct practice with individuals families and/or groups. The particular approach to be examined should be chosen in consultation with the instructor.

The purpose of the review is three-fold:

- (a) to become familiar with the research in a particular area of direct practice;
- (b) to evaluate the adequacy of that research; and
- (c) to conclude on the basis of the research review whether a particular approach to direct practice is worth incorporating into one's own practice.

Analysis of Case Studies

An intensive analysis of one's own case studies, examining them for Models I and II characteristics and Model I and Transitional dilemmas utilizing the tape recording of the session(s) in which one's cases were discussed. This analysis is to be utilized by each participant to rewrite her/his own cases in ways which demonstrate an awareness of what would constitute greater effectiveness in those situations.

VI. 2. Assignment (Research Paper)

(ii) University of British Columbia
School of Social Work
2075 Westbrook Place
Vancouver, British Columbia
SW 552 (1978-79)

RESEARCH CONCEPTS IN SOCIAL WORK HEALTH PRACTICE

— Social Work Research in the Health Field
Requirements of a Research Paper

A. Introduction

Graduate level research requires that students contribute to the body of social work knowledge through the generation of original data or through the critical analysis of previous works leading to original reformulation or conclusions. The theme of the research paper should reflect original thought and/or empirical investigations of a substantive area in the health field relevant to social work. The paper should address the issue of the relationship between theoretical notions and empirical problems in the area of investigation. The relevance of the particular area to social work practice needs to be addressed — particularly the implication for the relevant social work constituencies, e.g., clients, workers, administrators, etc.

Research projects may be proposed by social agencies interested in obtaining data, may be proposed by students or faculty to agencies, or may be undertaken independently by students without social agency involvement. In any case, the overriding consideration is to be the educational value of the project to the student.

Research projects involving social agencies need to be cleared with the administration of the given agency. A written research proposal prepared by the student may be required for this purpose. Research involving direct client contact will furthermore necessitate prior clearance and informed consent by the clients involved. Expectations and extent of involvement of all parties in the research process should be clearly delineated and understood prior to commencement of the project.

B. Components of the Research Paper

(Abstract)

A 200 word (approximate) statement of the problem, methodology, main results and conclusions.

(Literature Review)

The literature review should consist of a comprehensive survey of the literature in the subject area. The review should not be restricted to the social work literature but, include other related fields as well, e.g., psychology, sociology, criminology, etc. The literature should be presented so that comparison and contrast of differing viewpoints and/or findings are highlighted. Existing studies and/or formulation require critical analysis in areas of content, methodology, etc. Refutation or support of previous work requires supplementation by adequate specific information so that a reader can make an independent judgement in this regard.

The literature review should include a statement indicating how the current study relates to work that has already been done in the area.

(Problem Statement)

The research question and/or hypotheses should be clearly, concisely and completely stated. Theoretical concepts should be adequately delineated and defined. If operational definitions are to be utilized they should be defined so as to leave no room for ambiguity.

(Research Design)

The level of research design should be clearly stipulated and the rationale for choosing the specific level should be clearly expounded. The explanation may make reference to earlier studies in the area and the reason for choosing a similar, modified, or differing design. The discussion of the research should also include consideration of the main benefits as well as shortcomings of the particular design.

In addition to the overall level of design, a discussion should be presented regarding sampling design. This should include a clear definition of the population under study, as well as the particular decisions that were made in choosing a sample. The type of sampling methodology should be delineated and again emphasized by the appropriate rationale. The discussion should include a consideration of the feasibility of the proposed sampling design and any changes or alterations that proved necessary in the course of the sampling procedure. A discussion regarding unavailable information and/or missing data may be necessary. The

generalizability of the results from the particular sample to the study population needs to be considered.

The instrumentation of the study needs to be discussed. The specific type of research instrument to be used must be specified — e. g. open-ended interview, questionnaire, structured telephone interview, etc. — and again a rationale should be provided. The instrument should be considered in terms of validity and reliability. If the instrument was developed by the researcher, the process of development needs to be discussed and the results of the pre-testing briefly presented. The instrument should be considered in relation to the original problem formulation — i.e., how adequately it encompasses the scope of the original research question.

(Data Analysis — Results)

Data regarding the size of the proposed sample, percentage of respondents and non-respondents, reasons for non-respondents, etc., needs to be presented. Problems in collecting data such as low response rates, refusals to cooperate, etc., need to be considered particularly in relation to their effect on the final results and conclusions.

The data should be considered in relation to each of the hypotheses or variables under study. The results should therefore be grouped by substantive area, and should be ordered in terms of significance. If a large body of data is to be presented, tabular format is preferable.

Statistical analysis, if any, needs to be clearly specified and the results presented in standard research format. Again, tables may best serve the purpose, if a large number of analyses are to be presented.

(Discussion)

This section should include the following considerations: the relationship of the results of the current findings to previous work; the significance of current results to social work practice of the social welfare field; the limitations of the current study; proposed areas for further research arising out of this study; a brief summary of the study.

(References and Appendices)

A complete list of references and all relevant material of the study — e.g., research instruments, etc., should conclude the research report.

(References Regarding Format of Research Paper)

American Psychological Association, Publication Manual
2nd Edition, 1975.

VI. 2. Example

VI. 2. — Assignments (Evaluation Research)

(iii) Dalhousie University
Maritime School of Social Work
6414 Coburg Road,
Halifax, Nova Scotia.
MSW 607A (1978-79)
R. Carlson

ADVANCED RESEARCH METHODOLOGY: MEASURING SOCIAL IMPACT

Assignments (Select one)

- (1) Select one of the following sets of concepts. Provide a detailed example for each concept included in the set you select. Grading will be based on the accuracy of the example in reflecting the distinctive characteristics of each concept. Examples can be real or created.

Set 1; Peer Review, Descriptive Information System, Baseline-Natural Process, Task Accomplishment, Accessibility, Follow-up Survey with Significant Other.

Set 2: Citizen Review, Social Experiment-Demonstration, Conceptual Analysis, Social Functioning, Acceptability, Clinical Information System.

Set 3: External Monitoring, Participatory System, Side Effects, Distress-Discomfort, Quantity of Units of Service, Follow-up Survey with Self-report.

(Select either A or B)

- A. Develop and conduct training sessions for interested staff from a social service, mental health, alcoholism, or similar programs. The training should identify alternative approaches to measuring outcomes of service including alternatives in basic format, alternative outcome foci, and alternative data collection methods. The process should include: (1) An initial session with

a representative of the program to discuss staff motivation, staff background, constraints and workshop arrangements; (2) Submit outline to instructor specifying content, organization, and method of presentation; (3) Conduct initial session with solicited feedback; (4) Conduct second session using feedback; (5) Oral review of experience with instructor.

Grading will be based on the clarity of the alternatives presented (as reflected in the outline and feedback), the comprehensiveness of the alternatives presented, use of feedback, and assessment of the potentials and constraints of the situation.

- B. Develop a proposal for an evaluation research project. Specify the format, foci, data collection method and source, design, and methods to offset typical risks. For the first three areas, commentary sections should specify why the indicated approach was selected as opposed to other alternatives. Grading will be based on the comprehensiveness of the proposal, the understanding of the alternatives used, the rationale for the selections made, and the feasibility of the proposal.

Ratings of bibliographic readings and completion of exercises will not be used for grading but must be submitted to provide feedback in preparation for the above.

— Final Assignment

The primary intent of the final assignment is to assess the degree to which the elements of the course have been sufficiently integrated. The focus of grading will be the reflection of course content and readings in an appropriately integrated manner. As long as this central intent can be dealt with, the emphasis in format will be flexibility. Therefore, the following should be viewed as suggested formats:

- (1) Establish a pre-test of an assessment procedure. Such a task is more reasonably implemented by a group and therefore might be best explored as a sub-group activity. The task would require:
 - (a) selecting a population, e.g., general population, school dropouts, the elderly in a specific community, students in the MSSW.
 - (b) a definition of impact, e.g., social impairment, life satisfaction, displaying symptoms.

- (c) a method of assessment, e.g., survey, unobtrusive measure, physical measure.
- (d) an issue to pre-test, e.g., compare different type of questions and their ability to perceive variation, compare different measures, determine reliability of a procedure, plan to determine change over time.

A report should note the reason for selecting a particular alternative in each of the above areas and the results.

- (2) Development of a manual to explain impact assessment. The first task would be selection of an audience for the manual and secondarily the scope, that is whether the manual would consider impact assessment generally or in relation to a particular population or area of impact. The manual should emphasize interpretation, that is, the reader should be able to utilize impact assessment reports as a result of reading the manual. Explain your assumptions as to the reader's background and why you are omitting any content intentionally omitted.
- (3) Review at least two reports of impact assessment in an area of interest to you. Detail the choices reflected in relation to population, type of impact, method and reporting. Note what might be a reasonable interpretation of these results in terms of alternative explanations that could be applied.

Note the location of these reports. For this purpose, impact assessment involves any attempt to look at change in a population as that change may be related to varied conditions.

VI. 2. ExampleVI. 2. Exercises

- (i) Wilfrid Laurier University
Faculty of Social Work
Waterloo, Ontario.
SW 624-200 (1977-78)
M. Kelly

COMMUNITY PRACTICE AND RESEARCH— Exercise on Goal Achievement Model of Social Program Evaluation

Restate the following program goal statements in researchable form, and specify both possible methods of measurement and sources of data.

- (1) "The object of the society is generally to work, on a strictly non-profit basis, to enhance the physical and economic well-being of and the quality of human life among welfare or social assistance recipients in the City of Calgary by bringing such people together for self-discovery and self-help purposes, by working for improved social assistance programs on the part of government and private agencies, by counselling and assisting such recipients, by carrying out or promoting public education programs concerning social assistance problems and rights and by such other lawful means as the members of the Association may approve." (Calgary Association For Social Change).
- (2) "To assist families with developmental concerns related to child rearing." (Wallin, B. p. 12)
- (3) "To upgrade client functioning by improving staff attitudes and upgrading staff performance..." (Schwartz and Sample, The Midway Office)
- (4) "To test preventive information as a means of helping young families cope with developmental problems and the difficulties of urban living." (FLIP) (New Brunswick (c) 1973).
- (5) "To reach and involve low income parents of mentally retarded children in a program to increase their knowledge of retardation and to change their appraisal

of the retarded child's capabilities." (Project STAR)

- (6) "To promote efficient, effective, economic and humanitarian use of all available health, educational, judicial, correctional, and social resources..."
(Halton HSC).

VI. 2. ExampleVI. 2. — Exercises

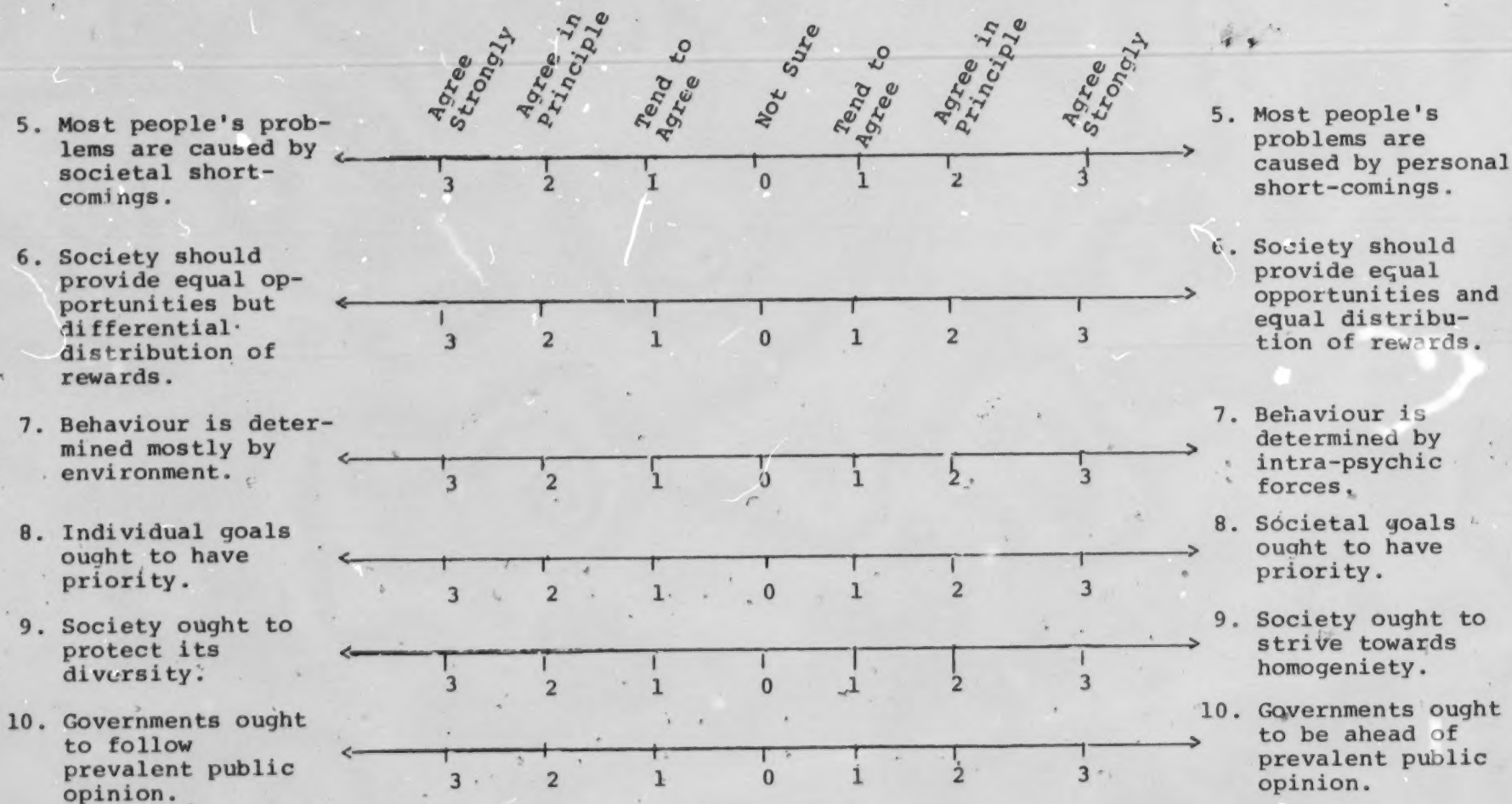
- (ii) Wilfrid Laurier University
Faculty of Social Work
Waterloo, Ontario.
SW 672-200 (1977-78)
J. Melicherick

RESEARCH IN SOCIAL ADMINISTRATION— Selected Value Position Questionnaire

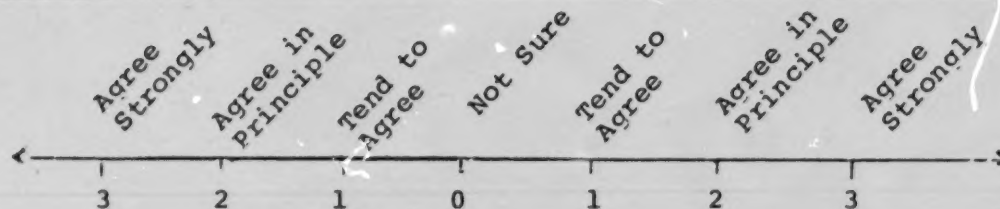
SELECTED VALUE POSITION QUESTIONNAIRE

The statements listed below represent contrasting positions on selected issues. On each pair of statements circle the number (on one side only) that reflects most closely your position according to the key outlined below.

	Agree Strongly	Agree in Principle	Tend to Agree	Not Sure	Tend to Agree	Agree in Principle	Agree Strongly	
1. The ideal human condition requires security and satisfaction.	3	2	1	0	1	2	3	1. The ideal human condition requires struggle, self-denial, and self-sufficiency.
2. What people need most is a strong sense of individual responsibility.	3	2	1	0	1	2	3	2. What people need most is a strong sense of collective responsibility.
3. Overall quality of life in Canada is improving.	3	2	1	0	1	2	3	3. Overall quality of life in Canada is deteriorating.
4. Governments should only perform functions that cannot be performed through private or individual effort.	3	2	1	0	1	2	3	4. Governments should perform all functions that are required by more than just a few people

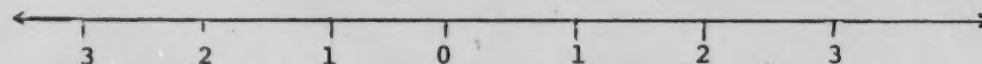


11. Most issues have absolute underlying principles and require uncompromising approaches.



11. Most issues are relative and require pragmatic approaches.

12. Personal liberty must be protected even at the expense of social justice.



12. Social justice must be pursued even at the expense of personal liberty.

13. The most preferred economic system for Canada would be:

- (a) Laissez faire capitalism _____
- (b) Welfare state capitalism _____
- (c) Democratic socialism _____
- (d) Marxian socialism _____
- (e) Other (specify) _____

14. If I were to label my general attributes and values the most appropriate designation would be:

- (a) conservative _____
- (b) liberal _____
- (c) radical _____
- (d) other (specify) _____

VI. 2. ExampleVI. 2. — Exercises

- (iii) Dalhousie University
 Maritime School of Social Work
 6414 Coburg Road,
 Halifax, Nova Scotia.
 MSW 607A (1978-79)
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ADVANCED RESEARCH METHODOLOGY: MEASURING SOCIAL IMPACT

Consider each of the following situations. After each a series of alternative formats are listed. For each format, note what might be the particular strengths and weaknesses of that format in this context, including the possibility that the format is inappropriate. Select one format which seems the most appropriate and indicate the basis of your choice. (Use the back of the page if necessary).

- (1) The corrections staff developed an education release program for individuals serving their first sentence who have a record of previous educational success and have selected a program with job relevance. These individuals are released to attend class sessions returning to prison immediately thereafter. Pressure on the program concerns whether any will not return and the effect on future employment. Formats to be considered are:
- Participatory System for Information and Feedback:
 - Goal Clarification:
 - Decision Analysis:
 - Social Experimentation, Demonstration Project:
 - Most Appropriate Format:
- (2) A municipal social assistance program plans to establish a new training program to prepare for employment and develop job skills in twenty job categories. The program is being criticized because of a high unemployment rate and the unavailability of jobs relevant to the training and because the person chosen as director is politically active but unrelated and inexperienced in job training. Formats are:

Please note any confusions that have been apparent to you in completing this exercise.

- Peer Review:
 - Epidemiology:
 - Conceptual Analysis:
 - Operations Research:
 - Most Appropriate Format:
- (3) A senior citizen council is planning a relocation program for elderly living in deteriorated facilities. Financial support has been allocated, but a plan needs to be developed. Formats are:
- Citizen Review:
 - Social Experimentation, R and D :
 - Descriptive Information and Feedback System:
 - Social Impact Assessment:
 - External Monitoring:
 - Most Appropriate Format:
- (4) A comprehensive community services system is being developed for the adult mentally retarded. One part of their creation was a requirement that a research thrust be part of the program. Major attention is being given to establishing a range of alternative living situations. Particular concern has been with the tendency for all living situations to parallel the risks of institutionalization such as discouragement of independent functioning. The formats to be considered are:
- Citizen Review:
 - Basic Research:
 - Comprehensive Planning:
 - Self Evaluation (Outcome Evaluation):
 - Needs Assessment:
 - Most appropriate Format:

Consider your normal or expected work responsibilities. Please indicate which of these formats (the total list included in all four situations above) are likely to be most useful. Please explain the basis for your estimation:

VII. BSW PROGRAM

VII. BSW ADVANCED RESEARCH COURSES

VII. 1. The Category

As assumed, most of the advanced research courses in social work are offered at the Master's level. For those schools which indicated they have BSW programs, only eight out of thirteen schools responding to the questionnaire offer research courses beyond the introductory level.

There does not appear to be any common content pattern among the schools including advanced research courses in their BSW curricula as was the case with the Master's program. Rather, advanced courses at the BSW level tend to vary in intent, structure and content, school by school.

Following are sample course outlines and assignments which exemplify the diversity. The first illustration, 47:410 — "Research in Social Work and Social Welfare Issues I" sets as its major task the analysis of both simple and complex data. Its focus is based on the definition of research as the process by which uncertainty in knowledge building is reduced through systematic, rigorous investigation. The second example, 47:411 — "Research in Social Work and Social Welfare Issues II" is complementary to the above course; its emphasis is on the methodological approach to the research process. This course is organized around the topic of the nature of research design. The aim is to provide students with a thorough understanding of what is involved in research design by developing their own designs, utilizing the statistical tools learned in 47:410.

The third course outline addresses a different theme, i.e., evaluation research. The main topics covered are the methods employed in program assessment, an examination of some evaluative research studies and problems and issues arising in the field.

The final example differs from the other ones in that its primary aim is to enable the student to conduct small scale research studies on an individual basis. This is accomplished through weekly seminars which focus on all areas of the research process.

VII. 2. Example

For purposes of clarity and readability, the actual assignments or exercises have been left intact as part of the following sample course outlines. Thus there is no separate section for teaching materials as was the case for the MSW course outlines.

- (a) University of Manitoba
School of Social Work,
Winnipeg, Manitoba.

RESEARCH IN SOCIAL WORK AND SOCIAL WELFARE ISSUES I

Course Description and Course Objectives

The focus of 47:410 is analysis of data by use of statistical procedures. However, statistics as abstract subject matter is strictly dull for social workers. Yet, the study of statistics does not have to be such if one considers statistics to be the major analytic tool of investigation.

More specifically, research is defined as the process of systematically reducing uncertainty (knowledge building) through rigorous investigation; investigation used in the same sense as Quincy. Uncertainty is reduced through a logical and empirical process. Unlike with Quincy, however, our major analytical model is statistics.

It is in the above sense that 47:410 is organized. Operationally the task is outlined in the high-minded document, Grand Theories, The Hermit, and Pseudo's 47:410. The learning goal of this task is to be able to analyze both simple and fairly complex data by using a range of statistical strategies from easy descriptive to beginning multivariate. The main reason for Pseudo choosing to analyze data unrelated to social work is to focus the task on data analysis rather than contentious social issues.

Course Format:

Outline

- | | | |
|--------|-------|--------------------------|
| May 4 | — (a) | Initiate Pseudo's task. |
| May 16 | — | Complete Data Collection |

- May 9, 11 -- (b) Introduction to fundamental
16, & 17 concepts common to all statistical
analysis.
- (1) Statistics as a working model.
 - (2) Descriptive and inferential models.
 - (3) Probability
 - null hypothesis
 - significance level
 - chance.
 - (4) Scaling: nominal, ordinal, internal, and ratio.
 - (5) Tests of difference and association.
 - (6) Summary measures
 - central tendency (location)
 - variation (dispersion)
 - form (shape).
- May 18 -- (c) Introduction to SPSS.
- (d) Pseudo's assignment -- the following analysis are to be undertaken re: the assignment.
- Complete May 30 -- Descriptive statistics. Pages 181-202, SPSS.
- Class May 31.
- Complete June 1 -- Contingency Tables and Related Measures by Association. Pages 218-248, SPSS Manual.
- Complete June 6 -- (a) Mean Difference Testing. Pages 249-275, SPSS Manual.
- Complete June 6 -- (b) Bivariate Correlation Analysis. Pages 276-300, SPSS Manual.
- Complete June 8 -- (a) Partial Correlation. Pages 301-319, SPSS Manual.
- Complete June 8 -- (b) Multiple Regression Analysis: Intro. Pages 320-367.

Complete by June 13 — Analysis of Variance, Intro.
Pages 398-433, SPSS Manual.

Brief Discussion of

- Factor Analysis
- Path Analysis

Basic Text:

Nie, et al. SPSS Manual, McGraw-Hill Book Co., 1975.

Evaluation:

- Pseudo's assignment
(Procedures)

(a) Class form group of two members each; (b) Each sub-group is to prepare written reports re: Parts 1-5, of Section D. (Pseudo's assignment) above.

- Due by June 15

At term's end, each group will submit a report on findings (summary of 1-5, section D) of analysis of Pseudo's experiment.

(Marking)

The report on findings will be marked for 50% of total mark.

- June 15

Final exam (50% of total mark)..

(Class Time)

May 4 - May 18 — Class lecture and discussion

May 30 - June 13 — Workshops on Pseudo's assignment.

Operationalizing The Task of Data Analysis: An Example —
"Grand Theories, The Hermit and Pseudo's 47:410":

A group of highly qualified theoreticians have developed a new theory of the grandest order. They have reached such heights that they are sure that they can determine from the administering of 2 simple tests who will make good drivers. Simply, they have hypothesized that those

who can survive well in the wilds and those who can cope with adversity will make good drivers.

This hypothesis made sense to all but one lowly hermit who lived alone in the woods and somehow got wind of this newest of grand theories. He argued that there was an interaction effect between survival and coping with adversity. As he saw it, survival depended upon coping with adversity and driving depended upon survival. His lowly criticism led to a more complicated hypothesis: coping with adversity — survival — driving ability.

Since all of this belonged to the fairy land of theory, Pseudo Empericist suggested that these two brave theories be put to the supreme empirical test: the task of research 47.410.

Pseudo, in his developing a means to test the ideas of the mystifying theoreticians had a problem. How could he operationalize or measure these grandest of concepts. After searching all of the technical literature and spending sleepless nights dusting off library shelves in his search, he spotted his answer in the most sophisticated of all journals, Cosmopolitan. Finally, he discovered valid and reliable measures of

- (a) coping with adversity
- (b) survival
- (c) driving ability

With this problem solved, Pseudo sought a representative sample and after entertaining many ideas, decided that this was not the most rigorous decision but rationalized that heavy cost of random sampling was not warranted. He therefore decided the sample would be

150 drivers over age 18
75 female
75 male

and each student would be responsible for obtaining 10 completed forms.

The next problem for by now over-worked Pseudo was to construct the instruments. But, because of Pseudo's foresight by selecting from Cosmopolitan, the instruments were already developed. He simply added control information and identifying data.

Research Questionnaire

Below are a number of questions that we hope will tell us something about ability to drive. Answers are anonymous. Please answer each question as honestly as possible.

Age (as of last birthday) _____
 Sex — Male () Female ()
 Marital Status — Married ()
 Single ()
 Divorced ()
 Other _____

Highest Educational level attained —

Less than high school _____
 Some high school _____
 Completed high school _____
 Some education beyond high school _____
 Attained at least one University
 or Community College degree _____

Number of years that you have held a drivers license. _____

WOULD YOU SURVIVE?

You're lost in the wilderness, stranded atop a mountain or helplessly adrift at sea! (Never mind how you got there, just play the game!) What should you do? Your very survival depends on how much you know about your present environment and situation. Please circle one response under each question.

1. You're alone in the wilds. You have no idea how long it will take for someone to find you. What is your greatest danger?
 - (a) Starvation and lack of water .
 - (b) Panic.
 - (c) Attack by wild animals, especially at night.

2. Your airliner has crashed in the mountains. You're one of several survivors. This is what you do:
 - (a) Climb to the top of the nearest mountain and build a signal fire.
 - (b) Make short trips; a road may be nearby.
 - (c) Stay put and wait for rescue.
3. It's cold and you have no fire. In order to keep warm you would:
 - (a) Remain motionless to conserve energy.
 - (b) Exercise vigorously.
 - (c) Cover your head.
4. The temperature is below zero, but there are clothing and blankets in the crashed plane. Your best course is to:
 - (a) Bundle up with everything you can find.
 - (b) Avoid perspiring.
 - (c) Keep your feet warm.
5. You suspect that searchers may be in the woods looking for you. You would:
 - (a) Scream several times.
 - (b) Build a fire and make smoke signals.
 - (c) Try to find your way toward the rescue party.
6. A search plane flies overhead. In order to attract the pilot's attention, you:
 - (a) Use the mirror in your compact as a signal.
 - (b) Wave your most colorful piece of clothing.
 - (c) Climb to the top of a tree.

7. Which one of these American wild animals should you most worry about meeting?
- (a) A bobcat
 - (b) A mountain lion.
 - (c) A mink.
8. You've accidentally disturbed a grizzly bear or a female black bear with cubs and it's obviously angry. The thing to do is:
- (a) Faint.
 - (b) Moving slowly, hide behind a tree.
 - (c) Run as fast as you can.
9. It's night in the Canadian wilderness. You're surrounded by wolves. Your course of action:
- (a) Yell at the wolves and they will run away.
 - (b) Build a fire to keep them at a distance.
 - (c) Ignore them.
10. You suspect it may be many days before you're found. Your greatest concern is:
- (a) Lack of food.
 - (b) Lack of water.
 - (c) Lack of shelter.
11. Your hunger pangs are serious. You must eat something. You:
- (a) Chew leaves, but don't swallow them.
 - (b) Eat tree bark.
 - (c) Catch and eat small snakes.

12. If you're starving, there's one tasty wild animal you can capture without traps or weapons:
- (a) Cottontail rabbit with young.
 - (b) Woodchuk.
 - (c) Porcupine.
13. Of the hazards you may face in the wilderness, you should concern yourself least about:
- (a) A poisonous snake bite.
 - (b) A sprained ankle.
 - (c) Lack of pure drinking water.
14. The mosquitoes are numerous and too hungry for comfort. Your best recourse is to:
- (a) Use perfume, if you have any, as a repellent.
 - (b) Build a fire and stay in its smoke.
 - (c) Sit very still.
15. Your airliner has crashed in deep snow and the temperature is below zero. The warmest place you can be is:
- (a) In the plane's broken fuselage.
 - (b) Under the snow.
 - (c) Inside a tent made of seat cushions and parachutes.
16. When snow is on the ground, snow blindness is a danger. You have no sunglasses, therefore you:
- (a) Close your eyes frequently as soon as they start hurting.
 - (b) Shade your eyes whenever the sun is shining.
 - (c) Shade your eyes whether there is sunshine or not.

17. A severe electrical storm occurs. Where is the safest place to be?
- (a) In the open, away from all trees.
 - (b) In a forest, which will also shelter you from the rain.
 - (c) Under the tallest tree, which will bleed off the electrical charge.
18. It's very cold. Another survivor of the plane crash tells you that you have a white spot on your nose — frostbite! You:
- (a) Warm the spot with your hand.
 - (b) Rub it with snow.
 - (c) Cover your face with cloth or fur.
19. You have no water, but the crashed plane has the usual supply of beverages. To quench your thirst, you should drink:
- (a) Scotch.
 - (b) Beer.
 - (c) Soft drinks.
20. You know if you walked west, you would find a highway, but you haven't got a compass. To find your way, you would utilize the knowledge that:
- (a) Moss grows on the north side of trees.
 - (b) The sun's shadow is a direction finder.
 - (c) The tops of tall trees point east.
21. A danger in the woods can be a fox or raccoon with rabies. You can recognize an infected animal because it:
- (a) Shows no sign of fear.
 - (b) Howls and whimpers.
 - (c) Foams at the mouth.

22. Your airliner has crashed at sea. You're in the water waiting to be picked up by a life raft. Sharks appear! You:
- (a) Kick them off as they approach.
 - (b) Try not to worry — you know they won't touch you if you're not bleeding.
 - (c) Put your head under the water and yell.
23. You're in a life raft at sea without drinking water and desperately thirsty. You would drink:
- (a) Sea water — it's safe to ingest in moderate quantities, according to recent studies.
 - (b) Urine — repulsive thought, but you'll need it to replenish body moisture.
 - (c) The blood of sea birds.
24. Your airliner has been forced down in the burning hot desert. Your best plan is to:
- (a) Remain in the shade, moving as little as possible.
 - (b) Take off all the clothing you can and breathe through your mouth.
 - (c) Stay active so perspiration will cool you.

HOW GOOD A DRIVER ARE YOU?

Knowing how to react in potentially perilous driving situations can save a lot of trouble — or even your life! To see how well you're able to cope on the road, select an answer for each of the questions below. This quiz will work best if you picture yourself behind the wheel actually performing each of the possible maneuvers. Seat belts fastened? You may begin. Please circle one response under each question.

1. You and the car in front of you are both going about 50 miles per hour on a highway with a 65 mile-per-hour speed limit. Deciding to pass, you accelerate to 65. After you've passed, you would pull back into the right lane.

(Continued on next page)

- (a) After approximately 20 seconds.
 - (b) As soon as you can see clear space in front of the other car in your mirror.
 - (c) After 35 seconds or more.
2. On a busy turnpike, your car starts pulling slightly to the left. You suspect a slow tire leak. You would:
- (a) Slow down and try to get to the nearest service station.
 - (b) Speed up, so as to get the tire serviced before it goes flat.
 - (c) Pull off the road and inspect your left front wheel.
3. On a narrow road, a speeding truck comes around a curve at you, in your lane. The best thing to do would be:
- (a) Brake sharply.
 - (b) Go as far off the road as you dare, hoping he/she can manage to avoid you.
 - (c) Go completely off the road, even if it means plowing through a fence.
4. Accelerating down the ramp that leads to a high-speed expressway, you notice a triangular road sign at the rear of the ramp. The expressway and ramp are both clear of traffic. You would:
- (a) Slow down, preparing to stop.
 - (b) Continue on, but more cautiously.
 - (c) Accelerate to full highway speed.
5. You're driving at night on a two-lane road, and many of the oncoming cars neglect to dim their lights for you. Your best remedy:
- (a) Keep your eyes on the white center line.
 - (b) Focus on the right-hand edge of the road.
 - (c) Wear dark glasses, especially Polaroids, to minimize glare.

6. Driving in suburban traffic, you accidentally drop a lighted cigarette. You would:
 - (a) Find the cigarette quickly before anything gets burned.
 - (b) Come to an immediate stop, then look for the cigarette.
 - (c) Pull into a parking space or off onto a road shoulder before retrieving the butt.
7. You are going very fast at night when you notice a diamond-shaped road sign ahead just beyond the range of your headlights. You should:
 - (a) Keep up speed.
 - (b) Slow down.
 - (c) Prepare to stop.
8. A companion (who weighs 150 pounds) is somewhat sloshed after imbibing three Martinis within the hour. You take the wheel. In how long will it be safe to let him drive again?
 - (a) One Hour
 - (b) Two hours
 - (c) Six hours.
9. You've been keeping a nice safe space between you and the car in front when a compulsive gap-filler tries to squeeze ahead of you. Best to:
 - (a) Close the gap a little so he can't get in.
 - (b) Let him pull in, then drop back behind him.
 - (c) Blow your horn to show him his maneuver isn't sage.

10. When the light turns green you step on the gas, only to have the pedal stick. You:
 - (a) Turn off the ignition, then pry up the pedal with your hand.
 - (b) Use the brake to hold the car back while you free the pedal.
 - (c) Shift into neutral.
11. Pulling out to pass on a three-lane road, you find yourself head on with another car. You should:
 - (a) Accelerate hard and try to complete your passing maneuver.
 - (b) Blow your horn and flash your lights to warn the approaching car.
 - (c) Try to squeeze back to the right even if that means forcing the car you are passing to slow down or move over toward the shoulder.
12. It's a windy day and some gusts are very strong. You best course is to:
 - (a) Slow down, even if other traffic zips by you.
 - (b) Speed up to counteract the wind force.
 - (c) Follow a big truck; his bulk will screen you from the wind.
13. Driving at night, you inadvertently let your right hand wheels drift off the pavement onto the shoulder. Get back on the road by:
 - (a) Turning the steering wheel sharply to the left.
 - (b) Turning gently.
 - (c) Slowing down, then turning back onto the pavement.
14. You are exhausted but feel you must get home — a two-hour drive. You would:
 - (a) Open all windows and drive fast to reduce the time you must stay awake.

(Continued on next page)

- (b) Drive slowly, realizing your reaction time may be poor.
 - (c) Take a 20-minute nap, then proceed.
15. The expressway is crowded but moving smoothly. The two left lanes, in fact, are going about 65 miles per hour in a 55-mile-per-hour zone. The right lane is going much slower because of occasional slow-moving vehicles. To be safest, you should:
- (a) Follow along with the traffic in one of the left lanes.
 - (b) Take the middle lane but slow down to 55.
 - (c) Use the right lane and keep at 55.
16. You have entered a curve too fast and are starting to go into a skid. Your best recourse is to:
- (a) Accelerate and power your way out of the trouble.
 - (b) Bear down on the brakes.
 - (c) Take your foot off the gas and steer in the direction of the skid.
17. You're about to have a ton of peat moss and garden supplies loaded into your station wagon. Before you do you should:
- (a) Put more air into your rear tires.
 - (b) Put more air into your four tires.
 - (c) Increase the pressure in all four tires.
18. There has been a cloudburst, and as you enter a particularly wet stretch of highway, the front wheels begin to feel very light. You would then:
- (a) Speed up so your wheels make better contact with the roadway.
 - (b) Slow down and stop; your steering mechanism may be broken.
 - (c) Slow down until you're on drier ground.

19. Your brakes and tires are fine. The road you're on is dry pavement. You're going 60 miles per hour. If you slam down the brakes in an emergency, the car will stop in:

(a) 250 feet

(b) 500 feet

(c) 125 feet

20. We're not asking you to break the law, but assuming you had a valid reason (such as going to a fire), how much faster than the posted speed limit could you safely drive?

(a) 5 to 10 miles per hour.

(b) 15 to 20 miles per hour.

(c) 25 to 30 miles per hour.

CAN YOU COPE WITH ADVERSITY?

Assassinations, wars, riots, have become commonplace these days. All of us have been forced to become somewhat crisis-immune. But when the crisis is personal, we are still very vulnerable. How would you react if something really unsettling happened in your life? Please circle one response under each question.

1. Someone in your family had died — your mother, father, wife, husband, child. You had been close to each other. How would you react?

(a) You would refuse to be consoled or see anybody, and would try to deny the fact of the loss by holding on to all your memories. Only years later would you recover from the blow.

(b) Deeply shocked at first, you would nevertheless find that life soon resumes its normal course.

(c) You'd behave almost hysterically, blaming yourself, others, or even the deceased for the tragedy, and would remain inconsolable for a long time.

(Continued on next page)

- (d) You'd take stock, accept the fact of death as a painful but normal part of life, and make new plans for yourself, possibly involving a new life with someone else.
2. You've just been fired from your job — unjustly, you feel. You would:
- (a) Plead with your boss to give you another chance, at a lower salary if necessary.
 - (b) Accept being fired as proof that you're not suited to that job and decide that your next one will be less demanding.
 - (c) Make up your mind that from now on you'll fight for success, even if that means getting tough with co-workers or using tricky methods.
 - (d) Try to sort out what really happened — what, if anything, you did wrong, then decide to learn from the experience and do better next time.
3. You have suddenly lost a large sum of money (either through speculation or from having loaned it to someone un dependable). You would be inclined to:
- (a) Become much more wary, and to handle your money with extreme caution and restraint.
 - (b) Try to recoup through additional speculations — after all, you can't lose every time.
 - (c) Make a list of your errors and vow never to commit them again.
 - (d) Cut your losses and accept them as part of the game.
4. Your spouse has told you he/she is leaving you. As far as he's/she's concerned, the two of you are just not compatible, and he/she has found somebody else. You would tend to think:
- (a) We were never suited to each other anyway. At least he/she had the courage to mention it.
 - (b) It's my fault. I should have tried harder to understand him/her.
- (Continued on next page)

- (c) He/she is an impossible person. No one could have lived with him/her, but at least I didn't have to be the one to break up the relationship.
 - (d) We're really both to blame for the failure of the relationship. We should have talked things over more. Next time I'll be wiser and will try to communicate better.
5. You are looking forward to a wonderful three-week vacation that you've been planning for months, but your boss calls you in and tells you you have to postpone your trip — a lot of new business has come in and you're needed at the office.

You would:

- (a) Fume, grouch, and be mad at everyone and everything for the next few weeks.
 - (b) Find something constructive to do or change your routine so as to get in a lot of entertainment and relaxation, thus giving yourself a sort of psychological vacation.
 - (c) Feel that perhaps this was destiny and had worked out for the best. After all, your plane might have gone down during the vacation.
 - (d) Say, "I shall not be deprived by anybody", and take off on your vacation regardless of the consequences.
6. You have been told by your doctor that you have developed an incurable disease that will disable or disfigure you for the rest of your life? How would you react?
- (a) After some revolt and defeat, you would resolve to adapt yourself to the new circumstances; for example, learning to walk on crutches or move about in a wheelchair or even accepting possible death without hurting your loved ones.
 - (b) You would resent your lot and think: Why did it have to be me! I never harmed anybody! Others don't deserve their happiness.

(Continued on next page)

- (c) You would feel that one must accept God's or destiny's will — and would suffer in silence.
- (d) You would want to enjoy what's left of you and your life in a wild fun spree, figuring that since there is nothing much to look forward to, you might as well live fully now.

Additional Questions

- (1) Check one. Which kind of car do you drive most often:

Sub-compact ()	Compact ()
Medium Size ()	Large Size ()

- (2) Answer yes or no to the following:

Have you ever camped overnight while backpacking? ____

Have you ever camped overnight while canoeing? ____

Have you ever camped during the winter? ____

- (3) Have you had an accident while driving a car during the past 3 years? ____

Make-Up Exam for 47:410 (1977-78) (L.Spearman)

- 4 (1) Name 2 common measures of dispersion.

(A) _____ (B) _____

- 4 (2) A is the independent variable: B the dependent. This means that B is predicted from A. Tests A and B, given to a single sample, are correlated: $r = .76$, $p < .001$. Discuss your conclusions, including those of cause and effect.

- 4 (3) You hypothesize that scores on test X will decrease over time. You give the tests to the same sample with 1 year separating each sitting. State your conclusions using only the information given below.

(Continued on next page)

Text X, time 1

 $\bar{X} = 32.6$ Test X, time₂ $\bar{X} = 23.6$ $t = 3.62$

- (4) The research hypothesis is: There is a positive association between test A and B. The tests are given to a single sample of 40 high school students randomly chosen from a population of 400. Tests A and B are independent measures of phenomena A and B respectively. Both tests are measured by ordinal scales.
- 2 (A) From the above information, set up a 3 X 3 contingency table that compares test A with test B.
- 6 (B) Show, in the contingency table, how you predict your data will fall if the hypothesis is correct.
(Note: either write the answer here or show it on the contingency table in part A).
- 4 (C) Name 2 statistical tests that you could use in order to test for association.
(A) _____ (B) _____
- 4 (D) What kind of measurement scale does each statistical test (in 4-C) presume?
(A) _____ (B) _____
- 4 (E) Since data is ordinal, describe the risk that each statistical test (in 4-C) presumes.
(a) _____

(b) _____

- (5) An experimental design has been constructed - T T= test scores on test T. The hypothesis is that X causes increase in T.

experimental T_1
grp.

EXP./cond. (X) T₂

control grp. T_1

 T_2

State your conclusions given the following information:

- 4 (A) exp.grp. $T_1, \bar{X} = 32.0$ $T_2, \bar{X} = 40.7$ $N = 30$
cont.grp. $T_2 \bar{X} = 32.4$ $T_2 \bar{X} = 33.6$ $N = 30$

Comparison

t scores

Exp.grp. T_1 with exp.grp. T_2

6.01 *

Exp.grp. T_1 with cont. grp. T_1

1.03

Cont.grp. T_1 with cont.grp. T_2

1.73

Cont.grp. T₂ with exp. grp. T₂

5.63 *

* $p < .001$.

- 4 (B) Exp.group T_1 , $\bar{X} = 23.1$ T_2 , $\bar{X} = 23.6$ $N = 30$
 Cont.group T_2 , $\bar{X} = 34.6$ T_2 , $\bar{X} = 34.8$ $N = 30$

Comparison

t scores

Exp. grp. T_1 with exp. grp. T_2

.81

Exp. grp. T_1 with cont.grp. T_1

4.81*

Cont.grp. T_1 with cont.grp. T_2

1.06

Cont.grp. T_2 with exp.grp. T_2

5.16*

* $p < .01$

- 4 (6) Give the most appropriate answer: true, false or irrelevant.
- (a) t is a larger test than r _____
 - (b) t is a more powerful test than r _____
 - (c) x^2 is a more powerful test than r _____
 - (d) t is a test of difference and association _____
- 4 (7) Give the most appropriate answer: true, false or irrelevant.
- (1) x^2 can be computed from a contingency table _____
 - (2) An ordinal scale is smaller than an interval scale _____
 - (3) In the social sciences, data seldom achieves the stature of a nominal scale _____
 - (4) t depends upon SD , median, and sample size _____
- 4 (8) Which measurement scale does each of the following presume:
- (1) r _____
 - (2) x^2 _____
 - (3) $\bar{X}$ _____
 - (4) r^2 _____
- 4 (9) You want the answers to the following questions. Show how to answer each problem or question by using appropriate statistical analysis.
- (1) You suspect therapy X results in improvement in test score Y . Test Y is given at time₁ and time₂. Therapy X is given after time₁ and before time₂. Test Y scores are presumed interval.

- 4 (2) You also suspect therapy X effects scores on test Z. This raises the question, is test Z associated with test X? How would you answer this question if Z is also interval?
- 4 (3) For some good reason, you decide to collapse test scores Z taken at time₁ into high, medium, and low categories. Show how to answer the following question assuming the collapsed data: do males score higher on test scores Z, time₁, than females?
- 4 (4) Answer the same question as in Question #9 (3), except do not assume data has been collapsed and assume it interval.
- 4 (5) Do males prefer therapy X while females prefer therapy Q?

(10) Interpret the following:

- 4 (1) Variable E Variable F W = 90
 $\bar{X} = 196.1$ SD = 22 $\bar{X} = 223.6$ SD = 20
 $t = 4.76$ $p < .001$

- 4 (2) Variable G Variable H W = 90
 $\bar{X} = .1961$ SD = .022 $\bar{X} = .2236$ SD = .020
 $t = 4.76$ $p < .001$

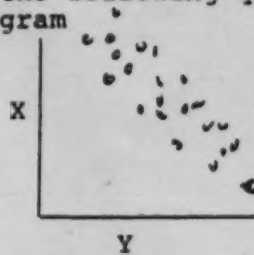
- 4 (11) Indicate why it is important to maximize variance in all variables when research problems address the relationship or comparisons of the variables.
- 4 (12) Explain the difference between a representative sample and a random sample.

- 4 (13) Distinguish between inferential and descriptive statistics.

- (14) Answer the following questions for each scattergram

4

(a)

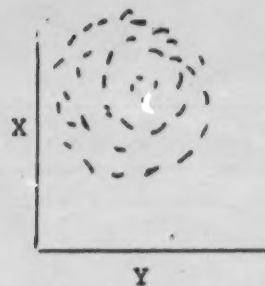


- (1) Is there a correlation between X and Y?

- (2) What kind of correlation (i.e., direction of correlation) _____
- (3) Explain your conclusions for your answers to both 1 and 2.

4

(b)



- (1) Is there a correlation between X and Y?

- (2) What kind of correlation (i.e., direction of correlation) _____
- (3) Explain your conclusions for your answers to both 1 and 2.

VII. 2. Example

- (b) University of Manitoba
School of Social Work,
Winnipeg, Manitoba
47:411 (Inter-session, 1978)
L. Spearman

RESEARCH IN SOCIAL WORK AND SOCIAL WELFARE ISSUES II

Course Description and Course Objectives:

The emphasis in 47.410 "Research in Social Work and Social Welfare Issues I" was upon (a) data analysis, (b) data organization, (c) basic statistical analysis and (d) procedures (SPSS) for engaging in each of the above. It was expected that the student not only understand the basic analysis but begin to develop a means for her/himself to engage in her/his own analysis of data.

"Research In Social Work and Social Welfare Issues II" (47.411) assumes the above and concentrates on the general nature of research design. As with 410, the student is expected to both "understand" and "do".

Course Format:

The first six class sessions will cover broad topics/issues of design. The final four sessions will be spent by students presenting their own research design. Following is the list of topics covered.

- The nature of social work research and enquiry (Zimbalist, 1977)
 - (a) The search for causes of poverty.
 - (b) The social survey (rise and fall).
 - (c) The use of social indices.
 - (d) Evaluative research in social work.
 - (e) Research in multi-problem family and multi-difficult society.
 - (f) Research on social work theory.

— Formulation and conception of research problem; the process of conceptualization

- (a) The logical "flow" of the research design.
- (b) The "theoretical" base of research.
- (c) Deduction and induction
- (d) Implications of conceptual scaling; categories and dimensions.
- (e) The nature of variables.
- (f) Contexts of discovery and verification.
- (g) Significance vs. meaning.

— Research design strategies and issues

- (a) Objectivity: operationalization, validity, reliability, and bias.
- (b) Sampling (purpose and kinds).
- (c) Qualitative studies (content analysis).
- (d) Case studies.
- (e) Surveys.
- (f) Experimental designs.
- (g) Quasi-experimental designs
- (h) Instrument construction (as part of —Research Design strategies and issues (c)-(g) above).
- (i) Ethics of research with human subjects.

Timetable

6 Sessions — June 22 - July 12

Lecture/discussion format on "Topics/Issues of Design".

1 Session — July 13

Extend discussion of research design through critical analysis of selected research projects from the literature.

4 Sessions — July 18 - July 27

Presentations of designs.

Evaluation:

Design a research project on a topic of your choice. This may be on any topic provided it is relevant to social work. If possible, consider real and practical limitations, e.g., cost.

Students may work singly or in pairs.

July 18, 20, 25 and 27 will be spent presenting designs.

The class and the instructor will be responsible to critically comment on each design as it is presented.

The student presenter(s) will use these comments to prepare a final paper. If presentation is on July 18 or 20, paper is due 7 days after presentation. If presentation is on July 25 or 27, paper is due by 12:00 NOON, Monday, July 31.

The style of the final design should be usual, acceptable research format including use of footnotes, references, etc. The paper must be typed.

An outline of design that students may find useful follows. Note that almost always the subject matter of the research effects and determines actual content of the outline.

— Problem Formulation

- (a) literature review
- (b) theoretical and practice justifications
- (c) statement of hypothesis/questions

— Research Methodology

- (a) Methodological strategies
- (b) Sampling procedures
- (c) Instrument constructions and presentation
(may be borrowed or newly developed).
- (d) Means of data collection.

— Statement of projected data analysis

(may be brief but should include as precise a statement as possible re: kind of data analysis that is required).

General References:

Phillips, B.S. Social Research: Strategy and Tactics, MacMillan, N.Y., 1976.

Filstead, W.J., ed. Qualitative Methodology: First Hand Involvement With the Social World. Markham, Chicago, 1970.

Babbie, E.R. The Practice of Social Research, Wadsworth, Belmont, Calif., 1975.

Zimmerlist, S.E. Historic Themes and Landmarks in Social Welfare Research. Harper and Row, N.Y., 1977.

Sellitz, Jahoda, Deutsch, and Cook. Research Methods In Social Relations, Holt, Rinehart and Winston
(there are many copyright dates to this classic text 1951-1975).

Forcese, D.P. and Richer. Social Research Methods.
Prentice-Hall, N.J., 1973.

Kaplan, Al. The Conduct of Inquiry, Chandler, N.Y., 1964.

Quizz: "Final Research Test for 47:411"

- (1) What are differences between a "true experimental" and "quasi-experimental" research design?
- (2) Name and clearly describe an example of a source of error to which this design would be vulnerable:

Exp (R)	0	x	0
Control (R)	0		0

- (3) Give an example of what is meant by the threat to internal validity called "statistical regression".
- (4) What is the Hawthorne effect?
- (5) What is a "z-score"?
- (6) What is reliability? What different concerns are addressed by "split-half" reliability as compared to "test-retest" reliability?
- (7) What is "differential experimental mortality"?
- (8) What is "the post hoc error"?
- (9) What is a likert scale? What is a possible disadvantage of this scale?

- (10) What are the basic differences between a trend and a cohort study?
- (11) What is the basic principle behind probability sampling?
- (12) "Often sampling frames do not truly include all the elements that their names might imply". Explain this quotation. (Hint: think of a telephone book)
- (13) Give an example of multistage sampling.
- (14) What is "operationalization"?
- (15) What's the difference between external validation of a scale and face validity of a scale?
- (16) What is one thing you know about a "Guttman Scale"?
- (17) What is "post facto hypothesizing"?
- (18) What is a t-test? When would you use it?
- (19) When would you use a Pearson's "r" as compared to a Spearman's "rho"?

VII . 2. Example

- (c) Memorial University of Newfoundland
 School of Social Work
 St. John's, Newfoundland.
 SW 5420 (1978-79)
 P. Sachdev

SELECTED TOPICS IN SOCIAL WORK RESEARCH
(EVALUATIVE RESEARCH)

Course Description:

This course deals with methods and strategies of evaluative research and examines some outcome studies dealing with social programs. The course is open to any fifth year social work student who has completed SW 4420 "Research Method in Social Work" and wishes to pursue further interest in evaluative research design.

Course Objectives:

At course terminus students should be able to know and understand:

- (1) Concepts and principles of evaluation.
- (2) The conduct of evaluation research.
 (Methodological approaches to evaluation; formulative evaluative research problem, etc.)
- (3) Growth and current status of evaluation.
- (4) Special problem in measuring change.
- (5) Selection of measures for evaluating program.
- (6) Evaluation and program administration.

Essentially, the dominant goal of research consumer understanding, participation and utilization is retained in the course.

Course Format:

The method of instruction will be lecture, student presentation and the use of outcome studies as a potent teaching aid. If available, Audio-visual lectures will be utilized.

— Introduction

- (a) the nature of program evaluation
- (b) growing concern over program evaluation
- (c) overview of the course.

Martinson, Robert. "What Works?" The Public Interest, Volume 35, Spring 1974.

Rutman, Leonard, and Dick de Jong. Federal Level Evaluation, Chapter 1.

Rutman, Leonard, "Planning an Evaluation Study". Handout.

Weiss, Carol. Evaluation Research, Chapter 1.

— Context of Program Evaluation: Socio-Political and Organizational

Rutman, Leonard and Dick de Jong. Federal Level Evaluation, Chapter 3.

Weiss, Carol H. Evaluation Research, Chapter 5.

Weiss, Carol H. "Where Politics and Evaluation Meet", Evaluation, Volume 1, Number 1, 1973.

— Purposes of Program Evaluation

- planning
- budgeting
- management
- accountability

Marvin, Keith and Hames L. Hedrick. "G.A.O. Helps Congress Evaluate Programs," Public Administration Review, July/August 1974.

Rivlin Alice, New Approaches to Public Decision-Making. Ottawa: Economic Council of Canada, 1972.

Rutman, Leonard and Dick de Jong. Federal Level Evaluation. Chapter 3.

Weiss, Carol H. Evaluation Research. Chapter 2.

— Program Evaluability

- preconditions of evaluable programs
- determining evaluability (evaluability assessment and formative research)
- developing evaluable programs

Rutman, Leonard. Evaluability Assessment. Handout.

Rutman, Leonard and Dick de Jong. Federal Level Evaluation, Chapter 5.

Rutman, Leonard. "Evaluating Explorations and Demonstrations for Planning in Criminal Justice", Criminal Justice Research (ed.) Emilio Viano. Lexington: Heath Publishers, 1975.

Rutman, Leonard. Formative Research. Handout.

Scriven, Michael. "The Methodology of Evaluation" in Carol Weiss, (ed.) Evaluating Action Programs.

Wholey, Joseph S., Planning Useful Evaluations. Ottawa: Centre for Social Welfare Studies, Carleton University, 1976.

Wholey, Joseph S. et al. "Evaluation: When Is It Really Needed"? Evaluation. Volume 2, No.2 1975.

— Specification of Variables

- articulation of program
- debate over goal oriented research
- specification of goals/effects
- specification of antecedent variables
- specification of intervening variables

Etzioni, Amitai, "Two Approaches to Organizational Analysis: A Critique and Suggestion," Administrative Science Quarterly, 5, 2, 1960, pp.257-278.

Glaser, Daniel. Routinizing Evaluation. Chapter 2.

Hyman, Herbert and Charles R. Wright, "Evaluating Social Action Programs," in Francis Caro, (ed) Readings in Evaluation Research. pp.185-197.

Metch, Jonathan. "Administrative Evaluation of Ambulatory Care Program Effectiveness", Journal of Nursing Administration, June, 1975.

Operational Performance Measurement. Volume 1. Ottawa: Information Canada, 1974.

Rutman, Leonard, "Planning an Evaluation Study".

Schulberg, Herbert and Frank Baker, "Program Evaluation Models and the Implementation of Research Findings", in Frances Caro (ed.) Readings In Evaluation Research, pp.72-80.

Suchman, Edward. Evaluative Research. pp.51-7, 116-119, 126-131.

Weiss, Carol H. Evaluation Research, pp.26-53.

— Developing Measures

- indicators
- reliability
- validity

Estes, Richard, "Welfare Client Employability: A Model Assessment System," Public Welfare, Fall 1974

Etzioni, Amitai and Edward Lehman, "Some Dangers in 'Valid' Social Measurement," Annals of the American Academy of Political and Social Science, 373, September, 1967, pp.1-15.

Garfield, Sol, et al., "Evaluation of Outcome in Psychotherapy," Journal of Consulting and Clinical Psychology, Vol.37, No.3., 1971, pp. 307-313.

Hudson, Joe. Practical Problems in Measurement. Ottawa: Centre for Social Welfare Studies, Carleton University, 1976.

Nunnally and Durham, "Validity, Reliability, and Special Problems of Measurement in Evaluation Research". Handbook of Evaluation Research. (eds). Elmer Struening and Marcia Guttentag.

Suchman, Edward. Evaluative Research, pp. 116-126.

VII 2. Example

- (d) McGill University
 School of Social Work
 3506 University Street,
 Montreal, P.Q.
 407-471B (1977-78)
 S. Neysmith
 E.V. Shiner

INDIVIDUAL SOCIAL WORK RESEARCH PROJECTSCourse Description and Course Objectives:

This seminar is to provide an opportunity for Bachelor level students with some research background, to carry out small scale independent research studies. It is anticipated that most problems will originate in your field placement. However, any problem with a social work orientation is a legitimate area of enquiry.

Course Format:

Weekly seminars will be held to consider what is involved at each stage of research process. These will cover the areas of problem formulation (i.e., reviewing the literature, stating the research questions, operationalizing key concepts), design, analysis, interpretation, and report writing. Your individual projects will provide the raw material upon which the discussion will be based. In order to maximize the opportunity for group learning, the weekly seminar format will remain intact except for those points in the process where the need for individual tutoring is clearly indicated.

Evaluation:

You may undertake either individual or group projects. Throughout the seminar you will be expected to provide verbal and/or written materials for discussion. The final assignment will consist of a draft report. This should be approximately 3,000 words in length (12-15 pages), pulling together the results of your research project.

VIII. DSW PROGRAMVIII. — DSW RESEARCH COURSES

Of the three schools offering doctoral programs only one provided the project with illustrative course material.

- (a) University of Toronto,
Faculty of Social Work
246 Bloor St. West
Toronto 181, Ontario
SW 3370,
C. Lambert

ADVANCED STUDIES IN RESEARCH IN SOCIAL WORKCourse Objectives:

The purpose of this one-year course is to provide students with an understanding of the relationship between the research process, research methodologies, and issues in the field of social work. Students will be expected to improve their proficiency in the examination and development of research approaches to problems in which they are interested and which confront the field.

Course Format:

During Term I basic knowledge of research methodologies and techniques will be reviewed and extended. Students will be expected to apply their critical faculties to examinations of current research in social work. The format will include seminar, lecture, and student presentations. Students who successfully demonstrate their proficiency in this area will be given the opportunity to develop a more unique research content.

During Term II the emphasis will vary depending upon student interest and knowledge. Students will be expected to master elementary statistical analysis through the use of the computer terminal and the SPSS programs; students who demonstrate their ability in this area may proceed to apply their knowledge in the development of a specific area for investigation, or in extending their methodological skills.

- Problem Identification
- Hypotheses, Variables and Accounting Schemes
- Research Design and Methods
- Sampling
- Instrumentation and Measurement
- Data Collection and Processing
- Single and Multi-variable Description
- Inferential Techniques

Basic Texts:

Chase, Clinton I. Elementary Statistical Procedures.
Toronto: McGraw-Hill, 1967.

Forcese, Dennis P. and Richer, Stephen. Social Research Methods. Toronto: Prentice-Hall, 1973.

_____. (ed) Stages of Social Research: Contemporary Perspectives. Toronto: Prentice-Hall, 1970.

Hays, William L. Statistics for the Social Sciences.
Toronto: Holt, Rinehart & Winston, 1973.

Miller, Delbert C. Handbook of Research Design And Social Measurement. (2nd ed.) New York: McKay, 1970.

Siegel, Sydney. Nonparametric Statistics for the Behavioral Sciences. Toronto: McGraw-Hill, 1956.

Simon, Jules L. Basic Methods in Social Science. Toronto: Random House, 1969.

Evaluation:

Grading will be based on participation, presentations, and term assignments.

Term Assignments:

Term assignments are due on or before the last day of each term. The use of accepted style manuals, such as Turabian, is expected.

(Due on or Before End of Term I)

The purpose of this assignment is for the student to demonstrate proficiency in a particular area of the

research process in which he/she is most interested. It is an attempt for the student to develop his individual interests, and can form the basis for more individualized study in research during Term II.

- (1) For students who wish more understanding of the research process as applied by other investigators: Determine some phenomenon in which you are interested and do a comparative critique of 4 or 5 studies which have researched the same phenomenon. The following steps should be covered:
 - describe and assess the rationale each investigator gave for justifying the relevance of the phenomenon;
 - assess the relative merits of the theoretical frameworks used in relation to the problem; evaluate their utility for policy formulation, program change, or practice modification;
 - assess the validity of the accounting scheme and the operationalization of the major variables;
 - evaluate the reliability of the research design and the methods of research used, in terms of the stated purpose of the research.
- (2) For students who wish to proceed on developing their own research focus: Prepare a paper that covers those processes identified in the course outline as I-V. Students selecting this option are expected to include relevant material from related studies (see Option I above).
- (3) For students interested in a particular methodological aspect of research: Prepare an assignment that includes the more relevant references in which the method is discussed, and provide illustrations of its application in recent investigations.

(Due on or Before End of Term II)

Students will develop their own assignment depending upon their particular interests and submit their intentions for review and approval by the third week of Term II.

APPENDIX I

Survey Questionnaire

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WCANADIAN ASSOCIATION OF SCHOOLS OF SOCIAL WORK
ASSOCIATION CANADIENNE DES ECOLES DE SERVICE SOCIAL

151 Slater, Ottawa, Ontario K1P 5H3 (613) 563-3554

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MEMO

To: Deans/Directors of Faculties/Schools

From: Commission on Research

The Commission on Research, Canadian Association of Schools of Social Work, has recently forwarded to the research instructors at each Faculty/School of Social Work, the report entitled "Introductory Courses in Social Work Research in Canada: Some Examples". As a follow-up project we wish to collect information for a report on research offerings beyond the introductory level. Similar to our last effort, the objectives of this study are:

To promote teaching material information exchange among advanced level research instructors in Schools of Social Work;

To provide base-line data on common practices employed in the instruction of advanced level research courses;

To encourage innovation and experimentation among advanced level instructors;

To assist the research commission in establishing some base-line data from which to formulate policy recommendations for minimum standards for advanced level research courses.

It would be appreciated if the Deans/Directors of each Faculty/School or their research coordinators could complete the enclosed questionnaire and forward any materials available that are related to our request.

Please forward to: Dr. Daniel O'Brien,
c/o CASSW,
151 Slater St.,
room 909,
OTTAWA, Ontario
K1P 5H3

by August 31, 1978.

We expect to receive a Health and Welfare Grant in support of this follow-up study; it is imperative that we receive your replies and material early in August, if it is to be considered for inclusion in our report.

/pc

SURVEY OF ADVANCED EDUCATION IN SOCIAL WORK RESEARCH

-Name of Person completing this survey (Dean or Research Coordinator)

-Name of Faculty/School

This survey wished to focus on Research and Statistics Courses, and Programatic Research Expectations for social work students beyond the Introductory Research Level, such as: courses on evaluation research; advanced statistical analysis; masters level research thesis (projects); field placements in Research; computer applications. It is essential that we receive supplementary material such as: course outlines; detailed description of course content; bibliographies; term assignments, exams; thesis, or field practicum expectations and assignments, exams, thesis, or field practicum expectations and assignments, exams, thesis, or field practicum expectations and criteria to be met (in-house policies, calendar statements), any written teaching materials, exercises, modules, simulations etc..

In addition to the above, please answer the following questions:

COURSES

LEVEL

(Please Indicate Yes/No)

BSW	MSW	DSW
Yes/No	Yes/No	Yes/No

- 1) Do(es) your programme(s) offer research courses beyond the introductory level?
(Please identify these courses on a separate page and please attach)
- 2) If yes: which of these are compulsory for all students?

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COURSES

(Please Indicate Yes/No)

LEVEL

BSW	MSW	DSW
Yes/No	Yes/No	Yes/No

- 3) If there are electives in research, how many are "typical" students required to take? _____
- 4) Are students required to take research courses in departments other than social work? (Please enclose course outlines.)
- 5) Are students permitted to take research courses in departments other than social work? (Please enclose course outlines.)

(Please circle)

- 6) As an entrance requirement to your MSW programme, do you require that students have an Introductory level research course before admission ☒ Yes ☐ No
- 7) If your programme is a masters programme do you offer ☒ Yes ☐ No and/or require ☒ Yes ☐ No a make up course in the school of social work or other than in the school of social work ☒ Yes ☐ No?
- 8) Does your programme have a curriculum concentration in research?
 a) ☒ Yes ☐ No
 b) ☒ BSW ☐ MSW ☐ DSW
- 9) If yes, what are the requirements for those in the research concentration as opposed to other students of the same level?

	REQUIRED	OPTIONAL	BSW	MSW	DSW
Individual Research Report or Thesis					
Research Field Practice					
Group Research Project and Report					
Participation in Faculty Research					
Other*					

*Please describe:

10) Computer Utilization:

Do you require ☒ BSW ☐ MSW ☐ DSW (please circle) students to take a course ☐ or other curriculum content ☐ or non-credit computer utilization instruction ☐ related to computer utilization.

APPENDIX II

Additional Course Outlines

UNIVERSITE DE SHERBROOKE

Département de service social

COURS: SES-5933

RECHERCHE SOCIALE

OBJECTIVES AND CONTENT OF THE COURSE:

This course is designed specifically to prepare the student to analyze empirical data already available.

Emphasis will be placed in particular on:

1. Codification of a data set;
2. Apprenticeship of certain statistical measures allowing synthesis and analysis of these data (central trend measures, measures of associations);
3. The concepts of hypothesis, variable, indicator, etc. (while covering the preceding points;
4. Formulation of a research question.

Upon completion of this first course, the student should:

- have a good knowledge of the statistical measures that were discussed;
- be able to codify empirical data;
- be skilled in the use of the concepts of variable, hypothesis, indicator and measure;
- have developed skill in formulating and analyzing a research question.

The evaluation of each student will be based on these four points. This evaluation will be conducted on the basis of work done during the semester and possibly a personal interview.

MODE OF OPERATION:

This first course will be given in three (3) sessions of two days each, the first session to be scheduled in December, the second in January and the third in March (meeting times will be determined during the first session).

CONTENT OF SESSIONS:

First session (September)

- At the start of the first session, the matters of

organization and evaluation will be settled.

- A brief and general introduction will follow, dealing with the theoretical foundations of the scientific method and with the role played by research in social work.

The problem of codifying a questionnaire will then be discussed in a manner that will allow the student to codify the questionnaires that will be given out.

Finally, the course will begin to deal with certain aspects related to statistical analysis (specifically, the matter discussed here will be that covered by Freeman (pp. 1-67)). Following this session, students will be asked to codify the questionnaires that will be given out, as well as to conduct some descriptive analyses of data already codified.

Second session

- The second session will deal with the subject of association between variables (Freeman pp. 68 - 107).

Third session

- The third session will discuss the topic of inference as well as the problem of formulating research questions.

UNIVERSITE DE SHERBROOKE

Département de service social

COURS: SES-5223 et 5333

RECHERCHE SOCIALE II ET III

Syllabus of the first research session to be held on
February 27 and 28, 1978.

(Jacques Vachon)

OBJECTIVE OF THE COURSES

The Social Research II and III courses are designed to make the student:

1. Capable of carrying out the necessary operations in the main stages of the scientific research process, particularly in relation to the social survey;
2. Aware of the major epistemological obstacles related to scientific knowledge;
3. Critical of the results of research through knowledge of the scope and limitations of the instruments at his disposition.

The specific objective of the first session will be:

1. To introduce the functions of research in social work;
2. To make the student aware of the epistemological obstacles to knowledge;
3. To study the critical and primary stage of the research process: the research problem and plan;
4. To identify the main components of the measure.

CONTENT:

I INTRODUCTION:

- a) Brief history of the development of social research and of the development of research in social work. Situation of social research in Quebec;
- b) Main currents of research in social work in Quebec;
- c) Main currents of thought in social research;
- d) Functions of research in social work in relation to integration into the field of social work.

.../2

II OBSTACLES TO KNOWLEDGE:

A study of the epistemological obstacles linked to the knowledge of social facts.

III THE MAJOR STAGES IN THE SCIENTIFIC RESEARCH PROCESS:

- a) True research cannot be conducted without previously formulating one or more research questions. Although this statement should be obvious, it is contradicted daily by researchers. This stage in the formulation of the research problem and plan is indisputably the most important and the most difficult.

In this section, the main subjects discussed will be:

- The choice and wording of a research problem;
- The scope and limits of various types of research specifications that represent the overall strategy for obtaining knowledge of a phenomenon.

RECOMMENDED READINGS:

I INTRODUCTION:

Polansky, Norman, Introduction: Social and Historical Context, dans Norman Polansky (ed), Social Work Research, The University of Chicago Press, Chicago, (p.1-17).

Lefrançois, Richard, "La recherche et l'idéologie", dans Service Social, Vol. 25, No 2-3, décembre 1976, p. 80-98.

Lacroix, Lucien, "La recherche problématique de la recherche dans les C.S.S. et ses orientations possibles", dans Service Social, Vol. 25, décembre 1976, p. 52-79.

II OBSTACLES TO KNOWLEDGE

Bachelard, Gaston, "La notion d'obstacle épistémologique", dans La formation de l'esprit scientifique, Paris: Librairie Philosophique J. Vrin, 1972, Ch. 1, p. 13-22.

III RESEARCH PROBLEMS AND PLANS

Selltiz, Claire et Alii, Les méthodes de recherche en sciences sociales, Montréal: Editions H.R.W., 1976.
Ch. 3: "Le choix et l'énoncé d'un problème de recherche."

- Ch. 4: "Le devis expérimental: études exploratoires et descriptives."
Ch. 5: "Les méthodes d'identification des relations causales."

Kerlinger, Fred K., Foundations of behavioral research, Holt, Rinehart and Winston, 1966.
Ch. 16: "Poor designs"
Ch. 17: "Good designs"

Finestone, Samuel and Alfred J. Kahn, "The Design of Research", dans Norman A. Polansky (ed).
Social Work Research, op. cit., p.38-67.

This text has the advantage of being written for social workers and contains several examples that apply to the social work sector.

Merton, Robert K. "Introduction: Notes on Problem Finding in Sociology", dans Robert K. Merton et Al.. (eds), Sociology Today: Problems and Space, New York: Basic Book, 1959,
IX-XXXIV.

UNIVERSITE DE SHERBROOKE
Département de service social
COURS: SES-5313
SEMINAIRE SUR LA RECHERCHE SOCIALE I

(Hector Ouellet)

OBJECTIFS ET CONTENUS DU PREMIER COURS:

The first course is designed specifically to prepare the student to analyse empirical data already available.

Emphasis will be placed in particular on:

1. Codification of a data set;
2. Apprenticeship of certain statistical measures allowing synthesis and analysis of these data (central trend measures, measures of associations);
3. The concepts of hypothesis, variable, indicator, etc. (while covering the preceding points);
4. Formulation of a research question.

Upon completion of this first course, the student should:

- have a good knowledge of the statistical measures that were discussed;
- be able to codify the empirical data;
- be skilled in the use of the concepts of variable, hypothesis, indicator and measure;
- have developed skill in formulating and analyzing a research question.

The evaluation of each student will be based on these four points. This evaluation will be conducted on the basis of work done during the semester and a personal interview at the end of the first semester.

MODE OF OPERATION:

This first course will be given in three (3) sessions of two days each, the first session to be scheduled in September, the second in October and the third in November (meeting times will be determined during the first session).

CONTENT OF SESSIONS:

First session (September)

- At the start of the first session, the matters of

organization and evaluation will be settled.

- A brief and general introduction will follow, dealing with the theoretical foundations of the scientific method and with the role played by research in social work.

The problem of codifying a questionnaire will then be discussed in a manner that will allow the student to codify the questionnaires that will be given out. Once codified, these questionnaires will then serve as a basis for the rest of the course.

Finally, the course will begin to deal with certain aspects related to statistical analysis (specifically, the matter discussed here will be that covered by Freeman (pp. 1 - 67)). Following this session, students will be asked to codify the questionnaires that will be given out, as well as to conduct some descriptive analyses of the data that have been codified.

Second session

- The second session will deal with the subject of association between variables (Freeman pp. 68-107).

Third Session

- The third session will discuss the topic of inference as well as the problem of formulating research questions.

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NOTE: *** compulsory
 ** highly recommended
 * recommended

UNIVERSITE LAVAL

Ecole de service social

COURS: SVS-61384

SYLLABUS - Automne 1978

THEORIES ET RECHERCHE EN SERVICE SOCIAL

(Jacques Vachon)

I OBJECTIVES OF INSTRUCTION

A) General objectives

This course is designed to:

- Promote acquisition by the student of the intellectual tools, outlooks and attitudes that will support him in the development of his thesis project.
- Make the student aware of the difficulties of objectivity and scientific precision.
- Enable the student to better understand, evaluate and utilize the research that is pertinent to social work.

B) Specific objectives

The Masters thesis is defined as a written account of scientific research that contains, "in a well developed form, a statement of the question and an account of method used." Consequently, this course is specifically designed to allow the student to master the main resources related to the essential states of scientific procedure.

Consequently, the proceedings of this course will allow for discussion of the main content pertinent to scientific procedure:

- The characteristics of the scientific method and its cycle of operations;
- The concept of epistemological obstacles to knowledge;
- Construction of the object of a study, and its specifications:
 - . Formulation of the research problem and plans;
 - . Concept of theoretical framework and reference framework;
 - . Conceptual analysis;

- The measure, the concepts of measure, validity and reliability;
- The concept of sampling and its main techniques; problems of representativeness, precision and size;
- Observation methods -- emphasis will be placed on the scope and limitations of the main observation methods;
- Analysis of data; the procedure and main stages in data analysis will be studied; it should be noted that this part will not systematically deal with statistical analysis techniques, since these should be the subject of a course on quantitative methods.

II INSTRUCTION ASPECT

The course's essential activities will include lessons and discussions on the methodology of research as well as seminars during which students will be required to present for discussion a preliminary outline of their thesis topic. These seminars will have the two-fold purpose of advancing the student in the development of his research project and at the same time constituting practical exercises on the construction of the object of a study.

It is therefore of utmost importance that the student apply himself as early as possible to the delimitation of a field of research and to zeroing in on an object for a study.

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Ch. 9: "La récolte des données II"

Ch. 10: "La récolte des données III".

Ch. 11: "L'utilisation des données disponibles comme source de matériel".

Appendice B: "L'élaboration des questionnaires et la technique d'interview".

7) Analysis and interpretation of data

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Ch. 13: "Le traitement des données".

Ch. 14: "L'analyse et l'interprétation".

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UNIVERSITE LAVAL
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COURS: SVS-60827
RECHERCHE EVALUATIVE
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UNIVERSITE LAVAL
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RECHERCHE EVALUATIVE

Hiver 1979

(André Beaudoin)

GENERAL OBJECTIVES OF THE COURSE:

The general objective of this course is to make the student able to initiate, develop and implement evaluation research projects that can be effectively carried out.

In the framework of this general objective, the course aims to:

1. Provide the student with a knowledge of the specific characteristics of evaluation research that correspond to his needs and orientation;
2. Make the student familiar with the main types of situations in which the process and methods of evaluation research can be used:
 - a) Evaluation of programs;
 - b) Determination of needs;
 - c) Implementation of social indicators systems;
3. Provide the student with the appropriate knowledge of the functioning of the process and methods of research used in evaluation research;
4. Develop in the student the ability to systematize, and a critical view of the utilization of evaluation;
5. Systematically and critically analyze research conducted in the sector;
6. Make the student able to draw up an evaluation research plan that is applicable to a concrete situation.

MEETING TIMETABLE

1st meeting (15/1/79)

Introduction

- 1- Exchange on the needs of students with respect to evaluation research.

Brief survey of course content and determination of the work plan for subsequent meetings.

2- Evaluation and evaluation research.

- Distinction
- Definition and evaluation
- Components
- Content and stages

3- Types of evaluation.

Section 1: Evaluation of programs for action (4 meetings)

- 1.1 Preparatory stages for evaluation of programs or for preparation of a plan for evaluation.
- 1.2 Definition of the evaluation problem or question.
- 1.3 Evaluation research plan.

Re: 1.1: Preparatory stages

- 1.1.1. Conditions making evaluation possible.
- 1.1.2. Stages for appreciation of a program.
- 1.1.3. Formative research.

1.2 Definition of the problem

- 1.2.1. Practice in defining the problem
- 1.2.2. Components of the definition of the problem.
- 1.2.3. External components.
- 1.2.4. Scope and limitations.

1.3 Research plan

- 1.3.1 Introduction of the evaluation research plan.
- 1.3.2 Strategies for program evaluation.

Section 2: Estimating the needs of a group. (2 meetings)

- 2.1 Nature of the estimation of the needs.
- 2.2 Type of evaluation of the needs.
- 2.3 Definition of the problem.
- 2.4 Research plan for estimation of needs.

Section 3: Social indicators systems. (2 meetings)

- 3.1 The reason for social indicators systems.
- 3.2 Organizational mode of indicators systems.
- 3.3 Scope and limitations.
- 3.4 The factor of social indicators systems.

Section 4: Research methods and instruments. (2 or 3 meetings)

4.1 Compilation instruments.

4.2 Analytical approaches and methods.

4.3 Treatment of requests.

Section 5: Evaluation research context.

REQUIREMENTS:

Objectives will be achieved in three ways:

1): Active inclusion of students through the proceedings of the course as shown:

- a) through the level and content of participation in the meetings resulting from preparation for them;
- b) through personal pertinent contributions to the proceedings of the course. (1/4 of total points)

2): Analysis of an existing evaluation research project (1/4 of total points) (N.B.: to be handed in by March 5)

3): Development of an outline for an evaluation research plan. (N.B.: to be handed in by April 23)